



Webster Elementary

School Plan for Student Achievement
2025-2026

This **School Plan for Student Achievement** (SPSA) is a plan of actions to raise the performance of all students and contains the following:

Needs Assessment-

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners (EL)
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement-

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/chief-academic-office/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC (Smarter Balanced Assessment System) will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

Past DCAC Recommendations:

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Past DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 U.S.C. § 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities.
20 U.S.C § 6318

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Three-fourths of the way through the 24-25 school year, 44% of Webster students (AA 33% and EL 52%) in grades 1-3 were reading early on/mid/above grade level on the i-Ready assessment (up from 30% in the 23-24 school year). In spring, 2025, 55% of students (AA 100% and EL 67%) in grades 1-3 were meeting/exceeding on the spring fluency assessment (up from 49% in spring of 2024). In spring, 2025, 75% of K-2 students met or exceeded on FRSA proficiency (AA 64% and EL 84%). 35% of our 3rd grade students met/exceeded on SBAC, 2025 (up from 32%, 2024). SBAC met/exceeded for AA in 2025 was 27% and EL 51%. Three-fourths of the way through the 24-25 school year, 42% of Webster students with disabilities (SWD: receiving Speech/RSP) were on track for the FRSA, up from 35% the previous year. 66.7% of SWD improved their SBAC scores from the prior year. 74.3% of SED students improved their SBAC scores from the prior year.

ELA Goals

By getting to know students better through standard-based, culturally relevant lessons, teachers will uncover and expand every students assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. When combined with a focus on student engagement, students will demonstrate one year of reading growth as indicated in i-Ready assessments. Progress will be monitored during scheduled data check-ins and analysis throughout the year. Grades 1-3, all students, will be at 54% early on/midAbove on i-Ready by April, 2026. 81% of all K-2 students will meet/exceed on FRSA by the end of spring, 2026.

Comprehensive Needs Assessment: Mathematics

Math Findings

Three-fourths of the way through the 24-25 school year, 32% of Webster students were early on/mid/above grade level in mathematics (up from 25% in 23-24), 46% were one grade below (52% in 23-24), 16% were two grades below (17% in 23-24), and 6% were three or more grades below (6% in 23-24). In 2025 SBAC Math... 38% of our 3rd graders met/exceeded, up from 32% in 2024. (AA 27% up from 8% & EL 21% down from 27% & SWD 33% down from 34% & SED 30% up from 23%). 48% of our 4th graders met/exceeded, up from 31% in 2024. (AA 16% up from 0% & EL 40% up from 10% & SWD 30% up from 9% & SED 43% up from 28%). 24% of our 5th graders met/exceeded, up from 20% in 2024 (AA 8% up from 6% & EL 25% up from 0% & SWD 20% up from 13% & SED 21% down from 23%). 77.4% of our students who are SED improved their state testing scores from the prior year.

Math Goals

By getting to know students better through standard-based, culturally relevant lessons, teachers will uncover and expand every students assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. When combined with a focus on student engagement, students will demonstrate one year or more of mathematics growth as indicated in i-Ready assessments. Progress will be monitored during scheduled data check-ins and analysis throughout the year. The percentage of all 4th and 5th graders who scored not met on the previous years SBAC who meet the scale growth target will increase from 23% in 2025 to 30% in 2026. All students in 4th and 5th grade who were not met the prior year on SBAC and who meet their i-Ready stretch growth will increase from 13% to 18%.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Our end of 24-25 i-Ready data shows EL students scored lower than the non-ELs in both reading and math. In reading, our EL students were 17% early on/mid/above grade level, 44% one grade below, 24% two grades below, and 14% three or more grade levels below, while our non-EL students scored 37% early on/mid/above grade level, 39% one below, 14% two below, and 10% three or more below. In i-Ready math, our EL students were 22% scoring early on/mid/above grade level, 48% one grade below, 23% two grades below, and 6% three or more grades below, while our non-EL students scored 35% early on/mid/above grade level, 46% one below, 14% two grades below, and 6% three or more grades below. 41.5% of our ELL students made progress on the English Learner Progress Indicator, an increase of 31.4% from the prior year.

English Learner Goals

By getting to know students better through culturally relevant lessons and standard-based designated and integrated ELD, teachers will uncover and expand every students assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. When combined with a focus on student engagement, students will demonstrate greater than one year of reading and mathematics growth as indicated in i-Ready assessments. Showing more than a year of growth will help to close the gap between student groups. Progress will be monitored during scheduled data check-ins and analysis throughout the year. We are striving to see 50% of our students make progress on the ELPI.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

While we still have high positive response rates in all areas of the PULSE survey (84% Identity, 83% Agency, and 78% Belonging), we had a 2% drop in our Identity score.

Suspension data:

Hispanic 1.8% down from 2%

SWD 11.5% up from 7.7%

AA 2.2% down from 3.4%

Chronic Absenteeism:

Filipino 14% down from 17%

AA 41% down from 44%

SWD 45% up from 42% (including Mod/Sev program)... 20% down from 28% without Mod/Sev students

EL 28% up from 25%

Homeless 48% up from 32%

Culture/Climate Goals

PBIS work at the school is in year four and will meet regularly to complete and enact activities to benefit the school with the goals of improving the culture/climate of the school and specifically the areas of safety. We were recognized by the state as a PBIS Silver school and are still learning. As a site, we are learning and implementing Sanford Harmony as an SEL curriculum and have a team that has begun Restorative Justice training. We are looking to see a 2% improvement in each of the PULSE survey areas by the final survey of the 25-26 school year. We are also looking to see at least a 4% reduction in suspensions for SWD, and a reduction in chronic absenteeism of at least 7% for AA, SWD, EL, and homeless students. We will monitor PULSE survey results in September, February, and May (with May being the final survey for the school year). We will check in with attendance and chronic absenteeism data at least bi-monthly with our attendance team. PBIS will look at suspension data, as well as analyze office referral data, at least bi-monthly.

Comprehensive Needs Assessment: SPSA Effectiveness

| SPSA Effectiveness | | | | |
|---------------------------|--|---------------------------|---|--|
| Area | Prior Year Goal | Status | Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment | For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals |
| ELA | 1) By getting to know students better through standard-based, culturally relevant lessons, teachers will uncover and expand every students assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. When combined with a focus on student engagement, students will demonstrate one year of reading growth as indicated in i-Ready assessments. Progress will be monitored during scheduled data check-ins and analysis throughout the year. We will look for our groups who are comparatively lower to grow by more than one year; these would be our African Americans, Filipinos, and Students with Disabilities | Goal Partially or Not Met | i-Ready data: 55% of our students met their typical annual growth in 3/4 of the school year. 27% of our students met their annual stretch growth in the first 3/4 of the school year. Students with disabilities: 59% met annual typical growth & 25% met their annual stretch growth 3/4 of the way through the year. African American students: 44% met annual typical growth & 23% met their annual stretch growth 3/4 of the way through the year Filipino students: 31% met their annual typical growth & 8% met their annual stretch growth 3/4 of the way through the year | Using dance and library time for teacher collaboration time. TOSA co-planning and co-teaching. Quality Core Instruction (QCI) PD release days provided by district and ongoing site-support with IIC and ELA lead. |

| SPSA Effectiveness | | | | |
|---------------------------|---|---------------------------|--|---|
| Area | Prior Year Goal | Status | Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment | For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals |
| Math | 1) By getting to know students better through standard-based, culturally relevant lessons, teachers will uncover and expand every students assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. When combined with a focus on student engagement, students will demonstrate one year of mathematics growth as indicated in i-Ready assessments. Progress will be monitored during scheduled data check-ins and analysis throughout the year. We will look for our groups who are comparatively lower to grow by more than one year; these would be our African Americans, Filipinos, and Students with Disabilities. | Goal Partially or Not Met | i-Ready data: 56% of our students met their typical annual growth in 3/4 of the school year. 29% of our students met their annual stretch growth in the first 3/4 of the school year. Students with disabilities: 63% met annual typical growth & 27% met their annual stretch growth 3/4 of the way through the year. African American students: 57% met annual typical growth & 30% met their annual stretch growth 3/4 of the way through the year Filipino students: 53% met their annual typical growth & 35% met their annual stretch growth 3/4 of the way through the year | Using dance and library time for teacher collaboration time. TOSA co-planning and co-teaching. Quality Core Instruction (QCI) PD release days provided by district and ongoing site-support with IIC and Math lead. |

| SPSA Effectiveness | | | | |
|---------------------------|---|---------------------------|---|---|
| Area | Prior Year Goal | Status | Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment | For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals |
| English Learner | 1) By getting to know students better through culturally relevant lessons and standard-based designated and integrated ELD, teachers will uncover and expand every students assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. When combined with a focus on student engagement, students will demonstrate greater than one year of reading and mathematics growth as indicated in i-Ready assessments. Showing more than a year of growth will help to close the gap between student groups. Progress will be monitored during scheduled data check-ins and analysis throughout the year. | Goal Partially or Not Met | 59% of our EL students met their annual typical growth 3/4 of the way through the year in math according to i-Ready. 53% of our EL students met their annual typical growth 3/4 of the way through the year in ELA according to i-Ready. | ELD focus for all grade levels. Using dance and library planning time for teacher collaboration. |

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| <p>Culture/Climate</p> | <p>1) PBIS work at the school is in year three and will meet regularly to complete and enact year two activities to benefit the school with the goals of improving the culture/climate of the school and specifically the areas of Safety as indicated by the CORE survey results. We were recognized by the state as a PBIS Bronze school and are still learning. As a site, we are learning and implementing Sanford Harmony as an SEL curriculum and have a team that has begun Restorative Justice training. We will track student progress on PULSE surveys in September and January, identifying areas for growth with the end goal of seeing a 5% or greater rise in Safety and 1% increase on the other SEL areas of the CORE survey in Feb./March. Since our Filipino students dropped here, we are looking to see double these goals for our Filipino students.</p> | <p>Goal Partially or Not Met</p> | <p>Pulse surveys: Identity 84% positive response (down 2% from previous survey, but 2% higher than district average) Agency 83% positive response (up 4% from the previous survey and 3% higher than the district average) Belonging 78% positive response (up 4% from the previous survey, but 1% lower than the district average)</p> <p>CORE Survey: Safety went down 4% to a 57% positive response In the SEL categories, we saw an increase in positive response in self-management and self-efficacy and no change in responsible decision making. We saw a decrease in relationship skills, growth mindset, and social awareness.</p> <p>PBIS silver award for implementation. Teachers, counselor and staff continued restorative justice practices, harmony lessons, wellness lessons, pulse survey lessons and proctoring.</p> | <p>PBIS year four working towards Gold Recognition. Continued RJ community building circles. Continuing with wellness lessons, pulse survey lessons and proctoring. Scholar of the month traits that the whole school works on: Growth mindset, empathy, self-control, responsibility, respect, kindness, acceptance, integrity, and perseverance.</p> |
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Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|--|------------------------|------------------------|------------------------|------------------------|
| Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 5) | Limited or no impact | Limited or no impact | Limited or no impact | Strong Positive Impact |
| Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement. (IN 4) | Limited or no impact | Limited or no impact | Limited or no impact | Strong Positive Impact |
| The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade. Assistance with attendance follow-up also. (IN 1) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
| New leveled reader text sets to support small group instruction and intervention in reading (SM 3) | Strong Positive Impact | Limited or no impact | Strong Positive Impact | Strong Positive Impact |
| Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall take place in our garden space on campus. The expense we are paying is for instruction/education. The company has a grant for their non-educational expenses. (IN 3) | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact | Strong Positive Impact |
| The first 50% of this position, funded by the district, will focus on SEL, family engagement, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps and support for our 4/5 DI combo class. We will especially focus on our two student groups needing the most support, African Americans and ELs. (IN 2) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |

Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|---|-------------------------------|-------------------------------|-------------------------------|------------------------|
| Purchase additional diverse literature for reading supplemental materials. (SM 5) | Strong Positive Impact | Somewhat Impactful | Strong Positive Impact | Strong Positive Impact |
| Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/grade levels will receive PD that may include LACOE PBIS, Harmony, ASPIRE, Restoratvie Justice, and NCI with the expectation that they will implement their new learning in their classrooms. (PD 3) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Teacher hourly to support curriculum family nights (PI 1) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |
| Dual Immersion Professional Development to include curriculum PD, program goalsetting, and collaboration (collective teacher efficacy). DI teacherse and teams be will participate in various PD including collectice teacher efficacy. This could also be a sub. day to attend a conference. (PD 2) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Materials and tools (including Canva and Smore subscriptions) to improve communication for all meeting and events. (SM 1) | Limited or no impact | Limited or no impact | Limited or no impact | Strong Positive Impact |
| Materials to support with parent communication regarding school events. This can include, but is not limited to copy paper, colored paper, ink, posters, markers, etc. (PI 3) | Limited or no impact | Limited or no impact | Limited or no impact | Strong Positive Impact |
| Materials and individaul tech licenses to support the use of technology (to include, but not limited to RaZ readers, headphoes, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners. (SM 2) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Teacher Professional Development to include grade level and cross grade level articulation. Teachers/grade levels will receive PD including SGI, CGI, and collectice teacher efficacy, with the expectation that they will implement thier new learning in their classrooms. (PD 1) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Funding to provide guest speakers to engage our African American families at our Sankofa meetings. (PI 2) | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Strong Positive Impact |

Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|---|--------------------|--------------------|--------------------|------------------------|
| Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/"wildcat den" setting to be used as an opportunity for student to learn and practice positive interactions with peers through structured and supervised games and activities. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self management, and friendship building. Also, SEL supplies for calmdown/sensory corners for our classrooms. (SM 4) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |

Accountability Measure 1: Increase Achievement

| Core Program - English Language Arts | | |
|---|---|--|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and</p> | <p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> | <p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> <p>Thinking Maps</p> |

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| <p>Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. | <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p> | <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p> |
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| Core Program - Writing | | |
|---|---|---|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students | <p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> | <p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p> |

| Core Program - Math | | |
|--|---|--|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on the CA Math Framework, the district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Big Ideas, CCSS Content Connectors, CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks | <p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>Task option to use as a site Common Assessment/Checkpoint</p> <p>Quarterly Assessments</p> <p>SBAC Summative assessment (Grades 3-8)</p> | <p>LBUSD Student Centered Resources: math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p> |

| Interventions | | | | | | |
|---|---|-----------------------------------|---|--|--|---|
| Identify Data and Describe Student Needs | ACTION Description of Scientifically-based Intervention | List the sub-groups served | Funding Source and Cost | Time Frame and Frequency of Program | Personnel Delivering the Intervention | Progress Monitoring |
| CORE Survey Data Culture-Climate Survey (Student-Staff) 100 | Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement. | All Students | LCFF \$6,153 Hourly - Recreation Aide (6) for 50 hours annually - LCFF 100% | 08/20/2025 - 06/20/2026 Weekly | Principal | CORE Survey results Culture-Climate Survey (Student-Staff) 100 |
| These books serve as a way for students to see themselves in literature and are earned through positive behaviors, achieving goals, and consistent hard work. SEL Survey 30, Core Curriculum 70 | Purchase additional diverse literature for reading supplemental materials. | Other Targeted Students | LCFF \$1,500 Materials - LCFF 100% | 08/28/2025 - 06/14/2026 Quarterly | Principal Counselor Office Supervisor | photo collection of students with book selections tracking of number tokens distributed SEL Survey 30, Core Curriculum 70 |

| | | | | | | |
|--|---|----------------------------------|--|--|--|---|
| <p>TK-5th grade students (general education and special education), families, and teachers need resources in order to provide and monitor their child's health and increase attendance and academic success at school. Attendance/Chronic Absenteeism Rate 100</p> | <p>Staffing changed from the district to 40% nurse and a 20% full day senior health assistant. SSC agreed to fund 40% of a school nurse to equal full day, full week coverage in the nurse's office. This is important since we have some medically fragile students, either needing specialized feeding or with significant seizure risk. The nurse will also help with our attendance and parent education about resources available to support their students in being able to attend school each day.</p> | <p>All Students, All Parents</p> | <p>Par Inv \$1,248 LCFF \$31,196 Title 1 \$29,947 Nurse Inspector .4 FTE - LCFF 50%; Par Inv 2%; Title 1 48%</p> | <p>08/20/2025 - 06/20/2026 Daily</p> | <p>Senior health assistant (with oversight from Principal)</p> | <p>Monthly log to track referrals to nurse, data on school uniforms, medical health referrals. Montly tracking of overall schoolwide attendance, at-risk student attendance, and chronic absenteeism. LROIX intervention tracking will be used as well. Attendance/Chronic Absenteeism Rate 100</p> |
| <p>Our school playground is a busy place and does not always provide structured opportunities for student to practice supervised cooperation and self regulation with immediate feedback. Students need places to learn and</p> | <p>Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression</p> | <p>All Students</p> | <p>LCFF \$1,500 Materials - LCFF 100%</p> | <p>08/28/2025 - 06/14/2026 Monthly</p> | <p>Principal Counselor</p> | <p>Wildcat Den room environment and schedule Attendance/Chronic Absenteeism Rate 10, SEL Survey 20, Core Curriculum 70</p> |

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>practice the skills while engaged in games and/or SEL lessons. Attendance/Chronic Absenteeism Rate 10, SEL Survey 20, Core Curriculum 70</p> | <p>room/wildcat den setting to be used as an opportunity for student to learn and practice positive interactions with peers through structured and supervised games and activities. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self management, and friendship building. Also, SEL supplies for calmdown/sensory corners for our classrooms.</p> | | | | | |
|---|--|--|--|--|--|--|

| Interventions | | | | | | |
|---|---|-----------------------------------|---|--|--|--|
| Identify Data and Describe Student Needs | ACTION Description of Scientifically-based Intervention | List the sub-groups served | Funding Source and Cost | Time Frame and Frequency of Program | Personnel Delivering the Intervention | Progress Monitoring |
| CORE Survey Data Culture-Climate Survey (Student-Staff) 100 | Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement. | All Students | LCFF Rec \$52,297 Hourly - Recreation Aide (6) for 425 hours annually - LCFF Rec 100% | 08/28/2025 - 06/14/2026 Weekly | Principal | CORE Survey results Culture-Climate Survey (Student-Staff) 100 |

| Interventions | | | | | | |
|--|--|--|--|--|---|--|
| Identify Data and Describe Student Needs | ACTION Description of Scientifically-based Intervention | List the sub-groups served | Funding Source and Cost | Time Frame and Frequency of Program | Personnel Delivering the Intervention | Progress Monitoring |
| As we are paperless, there is a need for programs that help to create effective and streamlined communication with families. Culture-Climate Survey (Parent) 100 | Materials and tools (including Canva and Smore subscriptions) to improve communication for all meeting and events. Materials and individual tech licenses to support the use of technology (to include, but not limited to program licenses, headphones, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners. | All Parents | Par Inv \$600 Title 1 \$400 Materials - Par Inv 60%; Title 1 40% | 08/28/2025 - 06/14/2026 Biweekly | Principal Counselor IOA Office Supervisor | newsletters and flyers and evidence of communication Culture-Climate Survey (Parent) 100 |
| There is a need for additional leveled reading text sets to support schoolwide implementation of small group instruction Core Curriculum 100 | New leveled reader text sets to support small group instruction and intervention in reading | Other Targeted Students, Identified At-Risk Students | Title 1 \$2,000 Materials - Title 1 100% | 08/28/2025 - 06/14/2026 Weekly | Classroom Teachers Literacy Specialist Team Members | Anecdotal notes from SGI Classroom walkthroughs Core Curriculum 100 |

| Interventions | | | | | | |
|--|---|-----------------------------------|---|--|--|---|
| Identify Data and Describe Student Needs | ACTION Description of Scientifically-based Intervention | List the sub-groups served | Funding Source and Cost | Time Frame and Frequency of Program | Personnel Delivering the Intervention | Progress Monitoring |
| Cross curricular exposure and need for hands-on application of learning. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40, Core Curriculum 40 | Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall take place in our garden space on campus. The expense we are paying is for instruction/education. The company has a grant for their non-educational expenses. | All Students | Title 1 \$9,750 Services - Title 1 100% | 08/28/2025 - 06/15/2026 Monthly | Principal Ground Education | Monthly schedule/lesson plans Teacher/student feedback via survey 2x per year Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40, Core Curriculum 40 |

| Interventions | | | | | | |
|--|---|-----------------------------------|--|--|--|--|
| Identify Data and Describe Student Needs | ACTION Description of Scientifically-based Intervention | List the sub-groups served | Funding Source and Cost | Time Frame and Frequency of Program | Personnel Delivering the Intervention | Progress Monitoring |
| lack of arts at school Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 60 | Dance teacher to promote arts at Webster. Dance class will be for all students, including TK-5 grades and SpEd classrooms. Dance will highlight and celebrate different cultures. | All Students | Prop 28 \$108,100 Teacher - Elementary .6 FTE - Prop 28 100% | 08/20/2025 - 06/20/2026 Weekly | Dance teacher | Survey results from students and improved attendance Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 60 |

| Program Description for Transitions | | |
|--|---|-------------------------------|
| Preschool Transition | Gr. 5 to MS Transition | Gr. 8 to HS Transition |
| <p>Webster's Preschool Transition</p> <ul style="list-style-type: none"> • The counselor and TK/Kindergarten teachers provide an orientation in June and August for preschool parents to learn strategies on how to develop oral language. TK/Kindergarten expectations are also shared with parents. • Each spring the counselor holds two parent meetings for preschool families regarding TK/Kindergarten enrollment procedures. • In the spring, a meeting and school tour is held for parents to receive information about the Dual Immersion program. • Additional school tours are available upon request. <p>TK is designed to encourage language communication and hands-on opportunities for learning. TK enrollment is based on the birthday range the district provides each year.</p> | <p>Middle School Transition</p> <ul style="list-style-type: none"> • The counselor visits classrooms regularly during the period of middle school matriculation to answer questions, explain the application process, and explain middle school options. • The counselor holds meetings for 5th grade parents and individual conferences as needed. • Keller and Stephens Middle School staff provide information about the Dual Immersion program on site. • The parents are invited to view a virtual education celebration for information about all middle schools. • The counselor distributes information about middle school open house events for various middle schools that provide information for 5th grade students and parents. • The counselor monitors middle school applications done online by parents. Staff provide support to parents who need help with completing online application. • Staff supports parents using ParentVUE to accept middle school placement. • The counselor explains the appeal process to parents who are not happy with the middle school their student gets into. | |

Accountability Measure 2: Organizational Climate

| Organizational Climate | | | | | |
|---|--|--|-------------------------------|--|---|
| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Progress Monitoring for Assessing Effectiveness |
| Our AA and EL student groups are performing significantly lower than the school averages. EL Reclassification 20, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 40 | The first 50% of this position, funded by the district, will focus on SEL, family engagement, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps and support for upper grade students with Spanish language support. This position will also focus on ELD support. We will especially focus on our two student groups needing the most support, African Americans and ELs. | Title 1 \$95,844 Program Facilitator .5 FTE - Title 1 100% | 08/20/2025 - 06/20/2026 Daily | 50% SEL Facilitator/ intervention TOSA | Monitor data by site administrator with particular attention to academic data, attendance, and SEL data. - LROIX intervention tracking - Small group intervention - EL Reclassification - School Climate Survey results |

Accountability Measure 3: Professional Development

| Professional Development | | | | | |
|--|--|---|--|--------------------|---|
| Identified Need(s) | Planned Staff Development | Funding Source & Cost | Dates/Hours of Training Session | Personnel | Tools Used for Monitoring Implementation & Effectiveness |
| In order to increase rigor and 21st century learning, Webster teachers will integrate engage in goal setting and collaborate as collective grade levels. Core Curriculum 100 | Teacher Professional Development to include grade level and cross grade level articulation. Teachers/ grade levels will receive PD including SGI, CGI, and collective teacher efficacy, with the expectation that they will implement their new learning in their classrooms. This work will include data analysis and collaborative, data based planning. | Title 1 \$16,826 Substitute teacher full day (20) for 3 days - Title 1 100% | 08/28/2025 - 06/14/2026 Other | Principal Teachers | Quarterly Meetings (1:1 with principal) PD agendas Teacher observations |
| In order to increase rigor and 21st century learning, Webster teachers will integrate engage in goal setting and collaborate as collective grade levels. Attendance/Chronic Absenteeism Rate 10, SEL Survey 70, Core Curriculum 20 | Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/ grade levels will receive PD that may include, but are not limited to LACOE PBIS, Harmony, ASPIRE, Restorative Justice, and NCI with the expectation that they will implement their new learning in their classrooms. | Title 1 \$16,826 Substitute teacher full day (20) for 3 days - Title 1 100% | 08/28/2025 - 06/14/2026 Other | Principal Teachers | Quarterly Meetings (1:1 with principal) PD agendas Teacher observations |

| Professional Development | | | | | |
|--|--|---|--|-----------------------------------|---|
| Identified Need(s) | Planned Staff Development | Funding Source & Cost | Dates/Hours of Training Session | Personnel | Tools Used for Monitoring Implementation & Effectiveness |
| In order to increase rigor and 21st century learning, Webster teachers will integrate engage in goal setting and collaborate as collective grade levels. Culture-Climate Survey (Student-Staff) 20, Core Curriculum 70, Other 10 | Dual Immersion Professional Development to include curriculum PD, program goalsetting, and collaboration (collective teacher efficacy). DI teachers and teams be will participate in various PD including collective teacher efficacy. This could also be a sub. day to attend a conference. | Title 1 \$11,778 Substitute teacher full day (14) for 3 days - Title 1 100% | 08/28/2025 - 06/14/2026 Other | Principal Dual Immersion Teachers | Quarterly Meetings (1:1 with principal) PD agendas Teacher observations |

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

| Parent and Community Involvement | | | | | |
|---|--|---|-----------------------------------|--|---|
| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Method for Assessing Effectiveness |
| parents asked for more of these nights Culture-Climate Survey (Parent) 100 | Teacher hourly to support curriculum family nights | Par Inv \$1,555 Teacher Hourly Extra Comp (4) for 4 hours annually - Par Inv 100% | 08/28/2025 - 06/14/2026 Semester | IIC Facilitator Community Engagement Committees Teachers | parent surveys |
| bringing in more parents to provide support and gather input Culture-Climate Survey (Parent) 100 | Funding to provide guest speakers to engage our African American families at our Sankofa meetings. | Par Inv \$500 Services - Par Inv 100% | 09/01/2025 - 06/14/2026 Quarterly | IIC | parent surveys |

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

| Federal Programs (to Consolidate) | Allocation |
|--|------------|
| Title I (3010) | \$178,540 |
| Title I Parent and Family Involvement (3008) | \$3,520 |

The following amounts are the school's share of Title I required and allowed reservations:

| Share | Services | Amount |
|----------------------------|---|--------|
| Administrative Share | Services provided to sites as part of Title I program leadership: DELAC and EL Intervention; Reading Intervention/Private Schools; Research LROIX Development | n/a |
| Centralized Services Share | Counselors, Equitable Services, Foster Youth Transportation, Literacy Teachers, Travel/Conferences, Technology Additional reservation for Parent Involvement (over 1% requirement) | n/a |

| State Programs * | Allocation |
|------------------|------------|
| LCFF | \$52,220 |

* *In the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA (even though LCFF funding is district-directed)*

Midyear Adjustments

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. When these adjustments occur, LBUSD will notify affected principals who will then notify their SSCs.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services and Assistance to Schools

Counselors

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Literacy Teachers

Provides targeted reading instruction to students struggling with literacy, typically through small-group or individual sessions

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Children and Family Services

Data Day

Opportunity for Title I school staff to analyze student data, collaborate, and plan on next steps to address identified needs

Technology

One-time supplemental technology devices and support to school sites

School Site Council Membership

| Member Group | Representing | Name | Elected Term Ends |
|--------------|-------------------------|---------------------|-------------------|
| Staff | Principal | Matthew Monaghan | 06-11-2026 |
| Staff | Classroom Teacher | Maria Alcala | 06-11-2026 |
| Staff | Classroom Teacher | Shawna Devoe | 06-11-2027 |
| Staff | Classroom Teacher | Jina Alcantar | 06-11-2027 |
| Staff | Other School Personnel | Margaret Martin | 06-11-2027 |
| Community | Parent/Community Member | ██████████ Avila | 06-11-2026 |
| Community | Parent/Community Member | ██████████ Castillo | 06-11-2027 |
| Community | Parent/Community Member | ██████████ Nario | 06-11-2027 |
| Community | Parent/Community Member | ██████████ Rangel | 06-11-2026 |
| Community | Parent/Community Member | ██████████ Sanchez | 06-11-2026 |

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

| Position | Representing | Name |
|-----------------------|---------------------------------|------------------|
| Chair | Parent of EL Student (required) | █ Garcia |
| DELAC Representative | Parent of EL Student (required) | █ Lopez |
| Principal or Designee | Staff Member (required) | Matthew Monaghan |
| Secretary | Staff Member (required) | Margaret Martin |

| Name | Representing |
|------|--------------|
|------|--------------|

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

| Question | Answer |
|---|--|
| 1. Does the school have more than 20 EL students enrolled? | Y |
| 2. At which ELAC meeting did ELAC approve its Recommendations? | 11/06/2025 |
| 3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement: | -Tutoring preference for ELs. -Professional Development to support EL students. -Targeted EL support during the school day. |
| 4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply): | SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Language Census Data Other: iReady data |
| 5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations | 11/19/2025 |
| 6. What was SSC's response to ELAC recommendations? | SSC agreed to prioritizing interventions and tutoring for ELs. Agreed to PD days for staff to support ELD instruction. |

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the school resources. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 11/19/2025
2. SSC approved the **Home-School Compact** on 10/06/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/06/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/16/2025, 09/17/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/19/2025
6. The SPSA was approved at its meeting on 11/19/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Acronym and Terms

for School Site Councils and English Learner Advisory Committees

AM 1-4 Accountability Measures 1 - 4: components of the School Plan for Student Achievement that provide plan details: needs, goals, progress monitoring, interventions, and supports.

CAASPP California Assessment of Student Performance and Progress: state-based assessment system measuring annual student progress in language arts and math, beginning in third grade. Science is also assessed at intervals beginning in 5th grade. Alternative assessments for students with cognitive disabilities and assessments in Spanish for newcomers are also part of the system.

Categorical Funds: financial support from state and federal governments targeted for particular categories of students, special programs, or special purposes. This support is in addition to school district general purpose revenue, is beyond the basic educational program, and most often has restrictions on its use.

CCSS Common Core State Standards: Academic standards adopted by multiple states to help ensure all students get a good education, even if they change schools or move to a different state. “Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.”

CDE California Department of Education: state agency responsible for overseeing “the state's diverse public school system... in charge of enforcing education law and regulations and continuing to reform and improve public school programs.” [from the [CDE home page](#)].

CIE Continuous Improvement Expenditure Plan: District tool to summarize the school’s allocations and expenditures to address student needs. Line items become part of the SPSA once approved by SSC (if needed) and various district offices [[school CIE Plans](#)].

DCAC District Community Advisory Committee: parent advisory committee focused on topics related to Title I, including making recommendations to the Board of Education about programs and services to support student achievement as part of a schoolwide Title I program. Non-Title I schools are also invited to take part in DCAC.

DELAC District English Learner Advisory Committee: Parents of English Learners participate in district meetings about English Learner (EL) services which include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.

EL/ELL English Language Learner: a student with a primary language other than English

ELA English Language Arts: basically reading and writing

ELAC English Learner Advisory Committee: In schools with more than 21 ELs, there must be an ELAC, which is the parent group “responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).” ELAC also works to make parents aware of the need for consistent school attendance and to solicit input from parents regarding school needs.

ELOP Expanded Learning Opportunities Program: California initiative providing funding for afterschool and summer school enrichment programs, to address TK-6th grade students’ academic, social, emotional, and physical needs.

ELPAC English Language Proficiency Assessments for California: language acquisition assessments for students learning English as a second language, testing their English Language Proficiency (ELP) in reading, writing, listening, and speaking. One assessment is for the initial identification of students as English learners (ELs), and a second is for the annual summative assessment to measure a student’s progress in learning English and identify the student’s ELP level.

EONA Educational Opportunities for Native Americans: program whose purpose is to meet the special educational and culturally-related academic needs of the district’s K-12 Native American students.

ESSA Every Student Succeeds Act: The Every Student Succeeds Act (ESSA) was signed by then-President Obama in 2015 and represents “good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law, and longstanding commitment to equal opportunity for all students. The... law builds on key areas of progress... made possible by the efforts of educators, communities, parents, and students across the country.”

FEP Fluent English Proficient: a designation used when an English Learner achieves specified academic targets and is considered to have language skills comparable to those of a student whose primary language is English. Students can be considered **IFEP** (initially FEP) if they achieve those targets upon first entry into a California school or **RFEP** (reclassified FEP) if they achieve the targets after one or more years of instruction.

FINSYS: LBUSD’s Financial System

FPM Federal Program Monitoring: School districts that receive funding for certain programs may be chosen for a review by the state. The review’s purpose is to ensure that funding is spent as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the district how to correct the findings. The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process.

Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the reviews, which take place either in person or online.

FRSA Foundational Reading Skills Assessment: district assessment used to test letter and sound knowledge, phonological awareness, and phonics (TK-2)

IEP Individual Education Plan: an individualized plan for students qualifying for Special Education Services

LCAP Local Control Accountability Plan: “The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.”

LCFF Local Control Funding Formula: “hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.” This model began in 2013-2014.

LEA Local Educational Agency: this term has multiple uses depending on whether the LEA is a school, district, or county office of education.

MTSS Multi-Tiered System of Support: an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

NGSS Next Generation Science Standards: adopted by the State of CA in September 2014, these standards are created around a set of performance expectations that require students to integrate content knowledge with application along a continuum from Kindergarten through 12th grade. 1. Science and Engineering Practices, 2. Crosscutting Concepts, and 3. Disciplinary Core Ideas.

PD Professional Development: learning activities designed to increase the instructional knowledge and skills of all staff members. PD can be site-based, district-wide, or outside.

PTA Parent-Teacher Association: a group of parents and teachers that work together to enrich the education of all students. A local PTA is aligned with state and national organizations and operates under a set of bylaws that are in accord with those organizations.

RTI Response to Intervention (or sometimes, Response to Instruction): RTI is the beginning level of interventions designed to support students who are struggling to meet academic proficiency or behavioral goals. The RTI process begins in the

classroom between the teacher and parents.

SBAC Smarter Balanced Assessment System: computer-based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Tools for Teachers formative assessment resources.

SEL Social-emotional learning: “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” [from CASEL, at <http://www.casel.org/what-is-sel/>.]

SFP State & Federal Programs Office: oversees compliance requirements and provides site and department support as they relate to categorical programs such as Title I

SPSA School Plan for Student Achievement: “A plan of action to improve student academic performance by coordinating all educational services and resources.”

SPV Sankofa Parent Village: community of care and support for Parents and Caregivers of Black children

SSC School Site Council: the group responsible at the local school level for the creation and monitoring of the annual School Plan. SSC’s must be composed of parents, teachers, and other school staff members. They are governed by bylaws that align with the requirements posted by the California Department of Education.

SST Student Success Team: a team of educators who work with parents to support learning for students facing challenges in the school environment. SST meetings are called when in-class interventions are not enabling students to succeed in desired ways or when parents request a closer look at their student’s progress and needs.

TDRs Time Distribution Reports: documentation to support the costs of salaries charged to categorical funds (federal or state) in which an employee works. If the employee is paid in part or in full by categorical funds then TDRs are required by law, and the employee must demonstrate that they worked on behalf of that specific funding source(s) with the time matching the position’s funding percentage.

Title I is a section of the ESEA (or ESSA) that “provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.”

Title III is also a section of the ESEA, which provides funding that supports supplemental language instruction and academic support for students who are English Learners.

TOSA Teacher on Special Assignment: can refer to teachers working outside a classroom-based instructional role but are still classified as teachers. Some TOSAs serve as site-based coaches or as district-level coaches.

Subject to change and updates

Acrónimo y términos

para los consejos escolares y los comités asesores de estudiantes de inglés

AM 1-4 Medidas de Responsabilidad 1 - 4: componentes del Plan Escolar para el Rendimiento Estudiantil que proporcionan detalles del plan: necesidades, metas, seguimiento del progreso, intervenciones y apoyos.

CAASPP Evaluación de California del rendimiento y progreso estudiantil: sistema de evaluación estatal que mide el progreso anual de los estudiantes en artes del lenguaje y matemáticas, comenzando en tercer grado. Las ciencias también se evalúan en intervalos a partir del quinto grado. También forman parte del sistema evaluaciones alternativas para estudiantes con discapacidades cognitivas y evaluaciones en español para recién llegados.

Fondos categóricos: apoyo financiero de los gobiernos estatal y federal destinado a categorías particulares de estudiantes, programas especiales o propósitos especiales. Este apoyo se suma a los ingresos para fines generales del distrito escolar, va más allá del programa educativo básico y, en la mayoría de los casos, tiene restricciones en su uso.

CCSS - Estándares Estatales Básicos Comunes: Estándares académicos adoptados por múltiples estados para ayudar a garantizar que todos los estudiantes obtengan una buena educación, incluso si cambian de escuela o se mudan a un estado diferente.

"Maestros, padres y expertos en educación diseñaron el CCSS para preparar a los estudiantes para el éxito en la universidad y el lugar de trabajo".

CDE Departamento de Educación de California: agencia estatal responsable de supervisar "el diverso sistema de escuelas públicas del estado... a cargo de hacer cumplir las leyes y regulaciones educativas y continuar reformando y mejorando los programas de las escuelas públicas". [[de la página de inicio del CDE](#)].

CIE - Plan de gastos de mejora continua: herramienta del distrito para resumir las asignaciones y gastos de la escuela para abordar las necesidades de los estudiantes. Los artículos de línea pasan a formar parte del SPSA una vez aprobados por el SSC (si es

necesario) y varias oficinas del distrito [[planes CIE escolares](#)].

DCAC - Comité Asesor Comunitario del Distrito: comité asesor de padres enfocado en temas relacionados con el Título I, incluyendo hacer recomendaciones a la Junta de Educación sobre programas y servicios para apoyar el rendimiento estudiantil como parte de un programa de Título I en toda la escuela. Las escuelas que no pertenecen al Título I también están invitadas a participar en DCAC.

DELAC - Comité Asesor de Estudiantes de Inglés del Distrito: Los padres de estudiantes de inglés participan en reuniones del distrito sobre los servicios para estudiantes de inglés (EL), que incluyen el establecimiento de programas, metas y objetivos del distrito para los programas y servicios de EL, el proceso de reclasificación y cómo se utilizan los fondos de EL para implementar servicios académicos para estudiantes de inglés.

EL/ELL Estudiante del idioma inglés: un estudiante con un idioma principal distinto del inglés.

ELA Artes del lenguaje inglés: básicamente lectura y escritura

ELAC - Comité Asesor de Estudiantes de Inglés: En las escuelas con más de 21 EL, debe haber un ELAC, que es el grupo de padres “responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés y al Consejo Escolar sobre el desarrollo del Plan Único de Aprovechamiento Estudiantil (SPSA)”. ELAC también trabaja para concienciar a los padres sobre la necesidad de una asistencia escolar constante y para solicitar opiniones de los padres con respecto a las necesidades escolares.

ELOP - Programa de Oportunidades de Aprendizaje Ampliadas: Iniciativa de California que proporciona fondos para programas de enriquecimiento escolar después de la escuela y en el verano, para abordar las necesidades académicas, sociales, emocionales y físicas de los estudiantes desde jardín de infantes hasta sexto grado.

ELPAC - Evaluaciones de dominio del idioma inglés para California: evaluaciones de adquisición del idioma para estudiantes que aprenden inglés como segundo idioma, evaluando su dominio del idioma inglés (ELP) en lectura, escritura, comprensión auditiva y expresión oral. Una evaluación es para la identificación inicial de los estudiantes como estudiantes de inglés (EL), y la segunda es para la evaluación sumativa anual para medir el progreso de un estudiante en el aprendizaje de inglés e identificar el nivel ELP del estudiante.

EONA Oportunidades Educativas para Nativos Americanos: programa cuyo propósito es satisfacer las necesidades educativas especiales y académicas relacionadas con la cultura de los estudiantes nativos americanos del distrito K-12.

ESSA - Cada Estudiante Triunfa: La Ley Cada Estudiante Triunfa (ESSA) fue firmada por el entonces presidente Obama en 2015 y representa “buenas noticias para las escuelas de nuestra nación”. Esta medida bipartidista reautoriza la Ley de Educación Primaria y Secundaria (ESEA), de 50 años de antigüedad, la ley de educación nacional del país y el compromiso de larga data con la igualdad

de oportunidades para todos los estudiantes. La... ley se basa en áreas clave de progreso... posibles gracias a los esfuerzos de educadores, comunidades, padres y estudiantes de todo el país”.

FEP Competente en inglés con fluidez: una designación utilizada cuando un estudiante de inglés logra objetivos académicos específicos y se considera que tiene habilidades lingüísticas comparables a las de un estudiante cuyo idioma principal es el inglés. Los estudiantes pueden ser considerados IFEP (inicialmente FEP) si logran esos objetivos al ingresar por primera vez a una escuela de California o RFEP (FEP reclasificado) si logran los objetivos después de uno o más años de instrucción.

FINSYS: Sistema financiero LBUSD

FPM - Monitoreo del programa federal : los distritos escolares que reciben fondos para ciertos programas pueden ser elegidos para una revisión por parte del estado. El propósito de la revisión es garantizar que los fondos se gasten según lo exige la ley. Al final de cada revisión, el estado completará un informe que detalla cualquier hallazgo de incumplimiento e informa al distrito cómo corregir los hallazgos. El Departamento de Educación de California (CDE) trabaja para proporcionar un proceso de monitoreo coordinado y transparente. Dentro del CDE, la oficina de Monitoreo de Programas Federales (FPM) ha sido designada para supervisar las revisiones, que se llevan a cabo en persona o en línea.

FRSA - Evaluación de habilidades de lectura fundamentales: evaluación del distrito utilizada para evaluar el conocimiento de las letras y los sonidos, la conciencia fonológica y la fonética (TK-2)

IEP - Plan de educación individual: un plan individualizado para estudiantes que califican para servicios de educación especial

LCAP - Plan de Responsabilidad de Control Local: “El LCAP es un plan de tres años que describe las metas, acciones, servicios y gastos para apoyar resultados positivos de los estudiantes que abordan las prioridades estatales y locales. El LCAP brinda una oportunidad para que las agencias educativas locales (LEA) compartan sus historias sobre cómo, qué y por qué se seleccionan programas y servicios para satisfacer sus necesidades locales”.

LCFF - Fórmula de financiación de control local: “legislación distintiva que cambió fundamentalmente la forma en que se financian todas las agencias educativas locales (LEA) en el estado, cómo se miden los resultados y los servicios y apoyos que reciben para permitir que todos los estudiantes alcancen su mayor potencial. .” Este modelo comenzó en 2013-2014.

LEA - Agencia educativa local: este término tiene múltiples usos dependiendo de si la LEA es una escuela, un distrito o una oficina de educación del condado.

MTSS - Sistema de apoyo de múltiples niveles: un marco integrado e integral que se centra en CCSS, instrucción básica, aprendizaje diferenciado, aprendizaje centrado en el estudiante, necesidades individualizadas de los estudiantes y la alineación de los sistemas necesarios para el éxito académico, conductual y social de todos los estudiantes. .

NGSS - Estándares científicos de próxima generación: adoptados por el estado de CA en septiembre de 2014, estos estándares se crean en torno a un conjunto de expectativas de desempeño que requieren que los estudiantes integren el conocimiento del contenido con la aplicación a lo largo de un continuo desde el jardín de infantes hasta el 12.º grado. 1. Prácticas de ciencia e ingeniería, 2. Conceptos transversales y 3. Ideas centrales disciplinarias.

PD - Desarrollo profesional: actividades de aprendizaje diseñadas para aumentar el conocimiento y las habilidades de instrucción de todos los miembros del personal. El desarrollo profesional puede realizarse en el sitio, en todo el distrito o en el exterior.

PTA - Asociación de Padres y Maestros: un grupo de padres y maestros que trabajan juntos para enriquecer la educación de todos los estudiantes. Una PTA local está alineada con organizaciones estatales y nacionales y opera bajo un conjunto de estatutos que están de acuerdo con esas organizaciones.

RTI - Respuesta a la intervención (o, a veces, Respuesta a la instrucción): RTI es el nivel inicial de intervenciones diseñadas para apoyar a los estudiantes que tienen dificultades para alcanzar el dominio académico o las metas de comportamiento. El proceso RTI comienza en el aula entre el maestro y los padres.

SBAC - Sistema de evaluación Smarter Balanced: pruebas por computadora y tareas de desempeño que permiten a los estudiantes demostrar lo que saben y son capaces de hacer. Se basa en los Estándares Estatales Básicos Comunes (CCSS) para artes del lenguaje/alfabetización en inglés (ELA) y matemáticas y tiene tres componentes diseñados para apoyar la enseñanza y el aprendizaje durante todo el año: las evaluaciones sumativas, las evaluaciones provisionales y las Herramientas para Maestros. Recursos de evaluación formativa.

SEL - Aprendizaje socioemocional: “el proceso a través del cual niños y adultos adquieren y aplican efectivamente los conocimientos, actitudes y habilidades necesarias para comprender y gestionar las emociones, establecer y alcanzar metas positivas, sentir y mostrar empatía por los demás, establecer y mantener relaciones positivas, y tomar decisiones responsables”. [de CASEL, en <http://www.casel.org/what-is-sel/>.]

SFP - Oficina de Programas Estatales y Federales: supervisa los requisitos de cumplimiento y brinda apoyo al sitio y al departamento en lo que se refiere a programas categóricos como el Título I.

SPSA - Plan Escolar para el Rendimiento Estudiantil: “Un plan de acción para mejorar el rendimiento académico de los estudiantes mediante la coordinación de todos los servicios y recursos educativos”.

SPV - Sankofa Parent Village: comunidad de cuidado y apoyo para padres y cuidadores de niños negros

SSC - Consejo Escolar: el grupo responsable a nivel escolar local de la creación y seguimiento del Plan Escolar anual. Los SSC deben estar compuestos por padres, maestros y otros miembros del personal de la escuela. Se rigen por estatutos que se alinean

con los requisitos publicados por el Departamento de Educación de California.

SST - Equipo de éxito estudiantil: un equipo de educadores que trabajan con los padres para apoyar el aprendizaje de los estudiantes que enfrentan desafíos en el entorno escolar. Las reuniones de SST se convocan cuando las intervenciones en clase no permiten que los estudiantes tengan éxito en la forma deseada o cuando los padres solicitan una mirada más cercana al progreso y las necesidades de sus estudiantes.

TDR - Informes de Distribución de Tiempo: documentación que respalda los costos de salarios con cargo a los fondos categóricos (federales o estatales) en los que labora un empleado. Si al empleado se le paga total o parcialmente con fondos categóricos, la ley exige TDR y el empleado debe demostrar que trabajó en nombre de esa fuente de financiamiento específica y que el tiempo coincidió con el porcentaje de financiamiento del puesto.

El **Título I** es una sección de ESEA (o ESSA) que “brinda asistencia financiera a agencias educativas locales (LEA) y escuelas con un alto número o porcentajes altos de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los desafiantes estándares académicos estatales. .”

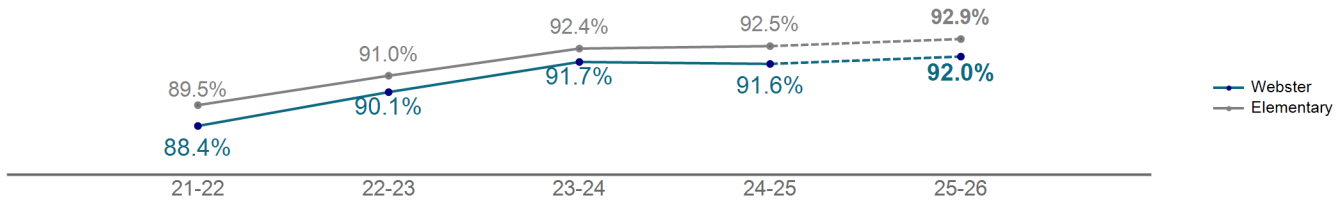
El **Título III** también es una sección de la ESEA, que proporciona fondos que respaldan la enseñanza suplementaria del idioma y el apoyo académico para los estudiantes que están aprendiendo inglés.

TOSA - Maestro en Asignación Especial: puede referirse a maestros que trabajan fuera de una función de instrucción en el aula, pero aún están clasificados como maestros. Algunos TOSA sirven como entrenadores en el sitio o como entrenadores a nivel de distrito.

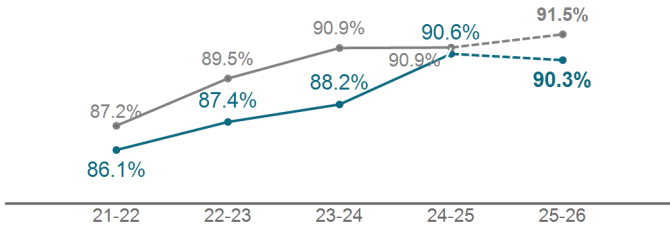
Sujeto a cambios y actualizaciones. La traducción se realizó a través de Google.

Attendance Rate

Webster
All Students
N = 423



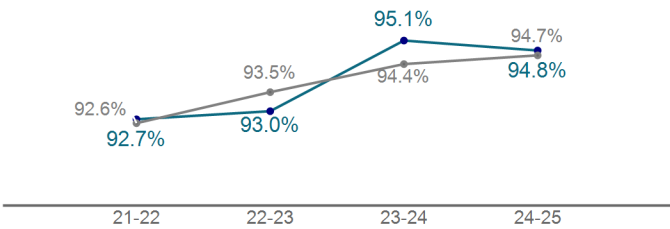
African American
N = 59



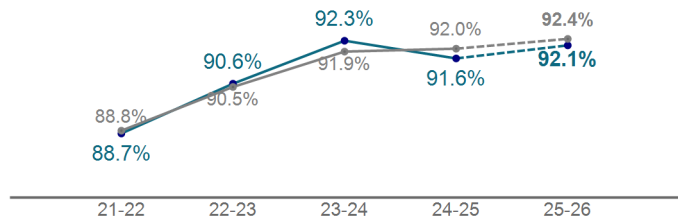
Asian

Subgroup with fewer than 20 students.

Filipino



Hispanic
N = 313



Pacific Islander

Subgroup with fewer than 20 students.

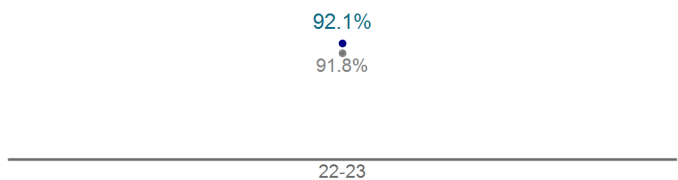
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

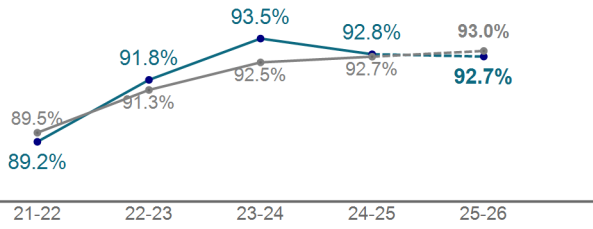
Other



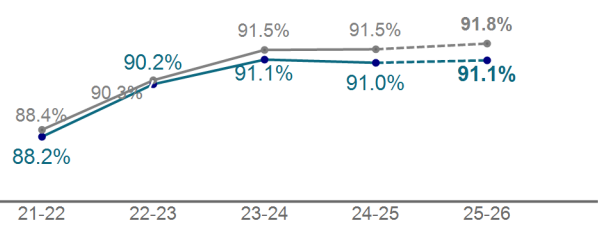
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

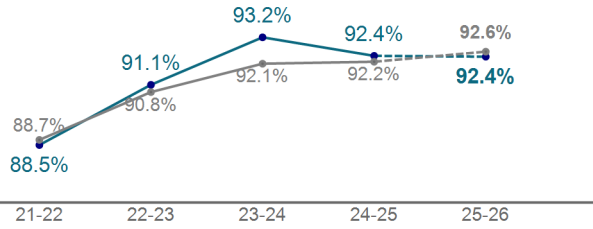
EL + RFEP
N = 117



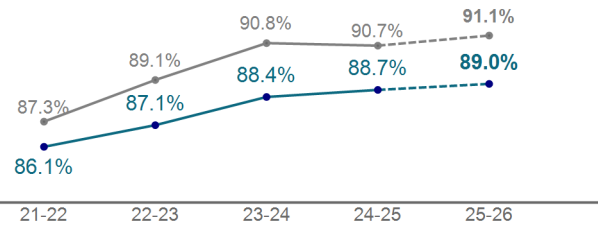
Low SES
N = 304



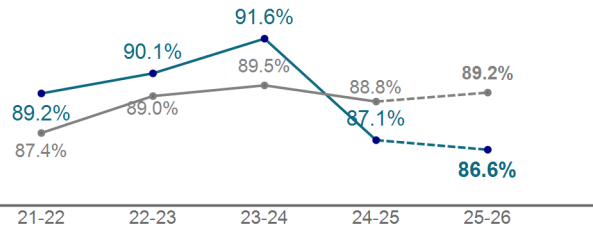
English Learner
N = 105



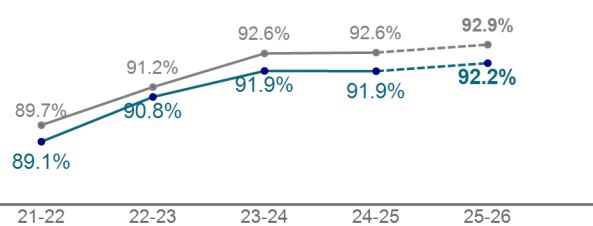
Special Education
N = 92



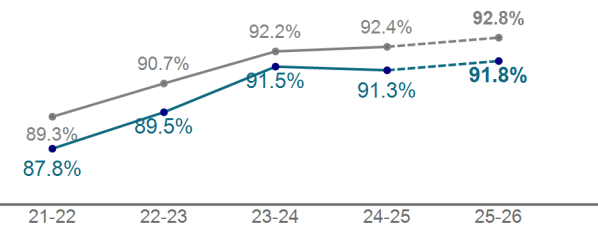
Homeless or Foster Youth
N = 20



Female
N = 207



Male
N = 216



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Webster 2024-2025

| Legend | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic | <80% |
| Moderately Chronic | >=80% & <=90% |
| At Risk Chronic | >90% & <93% |
| Satisfactory | >=93% & <96% |
| Strong Attendance | >=96% |

| Category | # Students | Percent by Category | | | | | Current Chronic Rate | 23-24 Chronic Rate | Chronic + At-Risk Rate | ES Chronic Rate | |
|---------------------|------------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|-----------------|-------|
| All Students | 473 | 473 | 9 | 22 | 20 | 20 | 30 | 30.2% | 29.1% | 50.3% | 24.3% |
| Grade | Gr. TK | 38 | 13 | 39 | 16 | 16 | 16 | 52.6% | 41.4% | 68.4% | 37.5% |
| | Gr. K | 54 | 17 | 26 | 28 | 17 | 13 | 42.6% | 37.7% | 70.4% | 30.6% |
| | Gr. 01 | 64 | 9 | 28 | 16 | 17 | 30 | 37.5% | 31.0% | 53.1% | 25.7% |
| | Gr. 02 | 79 | 10 | 19 | 19 | 25 | 27 | 29.1% | 27.2% | 48.1% | 21.3% |
| | Gr. 03 | 86 | 7 | 23 | 20 | 19 | 31 | 30.2% | 25.9% | 50.0% | 22.2% |
| | Gr. 04 | 78 | 4 | 12 | 21 | 21 | 44 | 15.4% | 20.5% | 35.9% | 20.7% |
| | Gr. 05 | 74 | 5 | 15 | 22 | 22 | 36 | 20.3% | 28.9% | 41.9% | 20.5% |
| Ethnicity | African American | 83 | 12 | 29 | 14 | 17 | 28 | 41.0% | 43.6% | 55.4% | 33.8% |
| | Asian | 18 | 6 | 28 | 17 | 11 | 39 | 33.3% | 7.1% | 50.0% | 14.8% |
| | Cambodian | 11 | 45 | 9 | 9 | 36 | | 45.5% | 25.0% | 54.5% | 16.1% |
| | Filipino | 21 | 14 | 14 | 29 | 43 | | 14.3% | 16.7% | 28.6% | 13.2% |
| | Hispanic | 331 | 8 | 20 | 22 | 21 | 29 | 27.8% | 25.1% | 50.2% | 26.7% |
| | Pacific Islander | 2 | 50 | 50 | | | | 50.0% | 66.7% | 100.0% | 35.1% |
| | White | 6 | 17 | 33 | 50 | | | 16.7% | 12.5% | 16.7% | 11.4% |
| | Other | 12 | 33 | 17 | 17 | 33 | | 50.0% | 53.3% | 66.7% | 18.0% |
| Gender | Female | 223 | 8 | 23 | 20 | 20 | 29 | 30.9% | 26.8% | 51.1% | 23.6% |
| | Male | 250 | 10 | 20 | 20 | 20 | 31 | 29.6% | 31.3% | 49.6% | 24.9% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Webster 2024-2025

| Legend | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic | <80% |
| Moderately Chronic | >=80% & <=90% |
| At Risk Chronic | >90% & <93% |
| Satisfactory | >=93% & <96% |
| Strong Attendance | >=96% |

| Special Populations | Subgroup | Total | Attendance Bands | | | | | Severely Chronic | Moderately Chronic | At Risk Chronic | Strong Attendance |
|---------------------|---------------------|-------|------------------|----|----|----|-------|------------------|--------------------|-----------------|-------------------|
| | Low SES | 361 | 9 | 23 | 21 | 19 | 28 | 32.7% | 31.4% | 53.7% | 29.5% |
| | ELL | 103 | 6 | 22 | 16 | 24 | 32 | 28.2% | 25.2% | 43.7% | 26.7% |
| | RFEP | 18 | | | 28 | 28 | 44 | 0.0% | 10.0% | 27.8% | 13.6% |
| | EL + RFEP | 121 | 5 | 19 | 17 | 25 | 34 | 24.0% | 23.0% | 41.3% | 23.6% |
| | Special Ed. | 116 | 18 | 27 | 19 | 16 | 21 | 44.8% | 42.1% | 63.8% | 32.9% |
| | Spec Ed. Speech/RSP | 25 | 8 | 12 | 40 | 20 | 20 | 20.0% | 28.0% | 60.0% | 26.4% |
| | Homeless/Foster | 25 | 24 | 24 | 28 | 20 | 4 | 48.0% | 32.4% | 76.0% | 42.6% |
| | Foster | 6 | | | 67 | 33 | | 0.0% | 16.7% | 66.7% | 37.8% |
| | Homeless | 19 | 32 | 32 | 16 | 16 | 5 | 63.2% | 35.7% | 78.9% | 43.6% |
| GATE/Excel | 56 | | 14 | 18 | 23 | 45 | 14.3% | 5.4% | 32.1% | 10.5% | |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

| Legend | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic | <80% |
| Moderately Chronic | >=80% & <=90% |
| At Risk Chronic | >90% & <93% |
| Satisfactory | >=93% & <96% |
| Strong Attendance | >=96% |

| School | # Students | Percent by Category | | | | | Current Chronic Rate | 23-24 Chronic Rate | Chronic + At-Risk Rate |
|----------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| All Elementary | 25,767 | 6 | 18 | 17 | 23 | 36 | 24.3% | 24.7% | 41.1% |
| Addams | 756 | 8 | 22 | 16 | 20 | 34 | 29.6% | 28.9% | 45.6% |
| Alvarado | 406 | 5 | 22 | 20 | 20 | 33 | 26.6% | 27.6% | 46.6% |
| Barton | 444 | 9 | 22 | 22 | 22 | 25 | 31.8% | 37.4% | 53.4% |
| Birney | 519 | 5 | 22 | 16 | 25 | 31 | 27.2% | 27.7% | 43.4% |
| Bixby | 559 | 3 | 13 | 15 | 25 | 44 | 15.4% | 17.0% | 30.6% |
| Bryant | 396 | 7 | 24 | 16 | 24 | 28 | 31.3% | 29.4% | 47.7% |
| Burbank | 577 | 7 | 22 | 17 | 20 | 34 | 29.3% | 28.2% | 46.3% |
| Burcham | 425 | 4 | 12 | 17 | 23 | 45 | 16.0% | 13.6% | 32.7% |
| Carver | 573 | 3 | 14 | 17 | 24 | 42 | 16.9% | 13.7% | 34.2% |
| Chavez | 341 | 7 | 22 | 15 | 22 | 35 | 28.4% | 33.2% | 43.4% |
| Cleveland | 460 | 5 | 17 | 12 | 27 | 39 | 21.5% | 14.0% | 33.7% |
| Dooley | 693 | 8 | 24 | 19 | 22 | 27 | 32.3% | 33.3% | 51.2% |
| Edison | 466 | 11 | 25 | 11 | 21 | 32 | 36.7% | 29.9% | 47.2% |
| Emerson | 358 | 1 | 8 | 12 | 24 | 55 | 9.5% | 9.9% | 21.2% |
| Fremont | 461 | 3 | 12 | 17 | 24 | 44 | 15.0% | 14.5% | 32.3% |
| Gant | 669 | 1 | 12 | 13 | 26 | 47 | 13.0% | 13.0% | 26.5% |
| Garfield | 563 | 8 | 16 | 19 | 21 | 36 | 24.0% | 21.4% | 42.8% |
| Gompers | 387 | 5 | 13 | 20 | 25 | 37 | 18.1% | 18.3% | 38.2% |
| Grant | 998 | 9 | 24 | 18 | 21 | 28 | 33.2% | 31.8% | 51.3% |
| Harte | 772 | 9 | 20 | 19 | 22 | 30 | 28.9% | 32.1% | 47.7% |
| Henry | 798 | 1 | 7 | 13 | 30 | 49 | 8.0% | 7.0% | 21.1% |
| Herrera | 655 | 8 | 22 | 25 | 21 | 24 | 30.1% | 30.6% | 54.8% |
| Holmes | 400 | 5 | 23 | 19 | 20 | 33 | 28.3% | 26.5% | 46.8% |
| Hudson | 229 | 14 | 22 | 15 | 22 | 27 | 35.8% | 32.9% | 51.1% |
| Kettering | 354 | 4 | 12 | 15 | 25 | 45 | 15.5% | 17.5% | 30.2% |
| King | 625 | 12 | 20 | 18 | 23 | 26 | 31.8% | 29.9% | 50.2% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

| Legend | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic | <80% |
| Moderately Chronic | >=80% & <=90% |
| At Risk Chronic | >90% & <93% |
| Satisfactory | >=93% & <96% |
| Strong Attendance | >=96% |

| School | # Students | Percent by Category | | | | | Current Chronic Rate | 23-24 Chronic Rate | Chronic + At-Risk Rate |
|--------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| Lafayette | 883 | 7 | 20 | 17 | 20 | 35 | 27.2% | 26.7% | 44.2% |
| Lincoln | 801 | 7 | 20 | 15 | 20 | 39 | 26.5% | 33.7% | 41.2% |
| Longfellow | 918 | 3 | 13 | 14 | 25 | 45 | 15.7% | 16.6% | 30.1% |
| Los Cerritos | 478 | 4 | 9 | 13 | 25 | 49 | 12.8% | 12.9% | 26.2% |
| Lowell | 622 | 2 | 12 | 16 | 25 | 46 | 13.7% | 14.3% | 29.3% |
| Macarthur | 345 | 3 | 20 | 17 | 23 | 37 | 23.2% | 22.6% | 39.7% |
| Madison | 422 | 6 | 12 | 18 | 25 | 39 | 18.0% | 21.2% | 35.8% |
| Mann | 335 | 6 | 18 | 15 | 26 | 36 | 23.6% | 28.3% | 38.5% |
| McKinley | 497 | 7 | 21 | 19 | 24 | 30 | 28.2% | 32.2% | 46.7% |
| Naples | 348 | 3 | 13 | 16 | 30 | 38 | 16.1% | 14.2% | 31.9% |
| Oropeza | 559 | 11 | 27 | 15 | 16 | 31 | 37.6% | 36.0% | 52.8% |
| Prisk | 477 | 2 | 11 | 14 | 27 | 45 | 13.0% | 13.5% | 27.5% |
| Riley | 500 | 4 | 17 | 19 | 24 | 37 | 20.4% | 20.1% | 39.0% |
| Roosevelt | 836 | 12 | 20 | 16 | 18 | 33 | 32.4% | 34.6% | 48.2% |
| Signal Hill | 622 | 5 | 14 | 18 | 23 | 40 | 19.0% | 21.3% | 37.5% |
| Smith | 676 | 8 | 20 | 19 | 20 | 34 | 27.1% | 26.3% | 46.2% |
| Stevenson | 478 | 7 | 26 | 17 | 21 | 28 | 33.5% | 31.6% | 50.6% |
| Twain | 483 | 3 | 16 | 18 | 25 | 38 | 19.0% | 22.9% | 36.9% |
| Webster | 473 | 9 | 22 | 20 | 20 | 30 | 30.2% | 29.1% | 50.3% |
| Whittier | 560 | 7 | 21 | 18 | 19 | 35 | 28.0% | 27.8% | 45.9% |
| Willard | 570 | 10 | 22 | 18 | 20 | 30 | 31.8% | 30.1% | 49.6% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

| Legend | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic | <80% |
| Moderately Chronic | >=80% & <=90% |
| At Risk Chronic | >90% & <93% |
| Satisfactory | >=93% & <96% |
| Strong Attendance | >=96% |

| School | # Students | Percent by Category | | | | | Current Chronic Rate | 23-24 Chronic Rate | Chronic + At-Risk Rate |
|------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| All Middle | 12,480 | 7 | 14 | 13 | 20 | 45 | 21.9% | 22.8% | 35.1% |
| Bancroft | 822 | 5 | 12 | 14 | 22 | 47 | 17.0% | 17.3% | 30.5% |
| Franklin | 1,033 | 12 | 19 | 13 | 18 | 38 | 31.7% | 34.3% | 44.6% |
| Hamilton | 785 | 13 | 22 | 17 | 17 | 30 | 35.5% | 27.5% | 52.9% |
| Hoover | 527 | 6 | 12 | 13 | 21 | 48 | 18.6% | 17.4% | 31.5% |
| Hughes | 1,230 | 3 | 13 | 14 | 22 | 48 | 16.3% | 14.9% | 30.2% |
| Jefferson | 1,028 | 5 | 13 | 13 | 21 | 48 | 18.4% | 21.5% | 30.9% |
| Keller | 519 | 1 | 5 | 11 | 20 | 63 | 5.8% | 6.5% | 17.0% |
| Lindbergh | 436 | 9 | 17 | 14 | 21 | 38 | 26.4% | 29.5% | 40.8% |
| Lindsey | 718 | 8 | 13 | 10 | 18 | 51 | 21.4% | 27.0% | 31.5% |
| Marshall | 958 | 3 | 13 | 13 | 21 | 50 | 16.3% | 16.5% | 28.9% |
| Nelson | 855 | 10 | 18 | 13 | 17 | 42 | 28.2% | 27.8% | 41.6% |
| Rogers | 785 | 3 | 8 | 13 | 22 | 54 | 11.5% | 15.4% | 24.5% |
| Stanford | 1,196 | 5 | 9 | 11 | 21 | 54 | 13.8% | 16.1% | 24.9% |
| Stephens | 681 | 11 | 21 | 16 | 19 | 34 | 31.3% | 33.4% | 47.3% |
| Washington | 907 | 17 | 21 | 13 | 21 | 28 | 37.6% | 35.6% | 51.0% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

| Legend | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic | <80% |
| Moderately Chronic | >=80% & <=90% |
| At Risk Chronic | >90% & <93% |
| Satisfactory | >=93% & <96% |
| Strong Attendance | >=96% |

| School | # Students | Percent by Category | | | | | Current Chronic Rate | 23-24 Chronic Rate | Chronic + At-Risk Rate |
|-----------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| All K8 | 5,739 | 5 | 15 | 15 | 22 | 43 | 20.2% | 20.2% | 35.1% |
| Avalon | 447 | 9 | 27 | 19 | 25 | 20 | 36.0% | 31.5% | 55.5% |
| Cubberley | 967 | 2 | 10 | 12 | 22 | 55 | 11.7% | 12.0% | 23.6% |
| Muir | 1,066 | 7 | 18 | 16 | 21 | 38 | 25.0% | 22.7% | 40.8% |
| Newcomb | 928 | 3 | 8 | 16 | 23 | 51 | 10.8% | 10.8% | 26.6% |
| Powell | 743 | 9 | 23 | 16 | 20 | 31 | 31.8% | 33.9% | 48.2% |
| Robinson | 734 | 9 | 17 | 13 | 19 | 42 | 25.9% | 26.3% | 39.2% |
| Tincher | 854 | 3 | 8 | 13 | 24 | 52 | 11.0% | 11.0% | 24.4% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

| Legend | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic | <80% |
| Moderately Chronic | >=80% & <=90% |
| At Risk Chronic | >90% & <93% |
| Satisfactory | >=93% & <96% |
| Strong Attendance | >=96% |

| School | # Students | Percent by Category | | | | | Current Chronic Rate | 23-24 Chronic Rate | Chronic + At-Risk Rate |
|-------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| All High | 20,036 | 12 | 15 | 13 | 19 | 40 | 27.0% | 26.7% | 40.4% |
| Browning | 348 | 17 | 16 | 12 | 20 | 36 | 32.5% | 32.1% | 44.3% |
| Cabrillo | 1,686 | 22 | 20 | 14 | 16 | 28 | 42.3% | 42.0% | 56.8% |
| CAMS | 673 | 1 | 6 | 6 | 14 | 74 | 6.8% | 5.2% | 12.5% |
| Jordan | 2,356 | 11 | 16 | 13 | 18 | 42 | 27.1% | 25.7% | 40.3% |
| Lakewood | 2,385 | 9 | 17 | 17 | 22 | 35 | 26.9% | 26.1% | 43.5% |
| McBride | 685 | 5 | 12 | 12 | 20 | 51 | 17.2% | 16.9% | 29.1% |
| Millikan | 3,452 | 5 | 11 | 14 | 23 | 47 | 16.4% | 16.3% | 30.2% |
| PAAL | 135 | 39 | 31 | 13 | 7 | 10 | 70.4% | 75.6% | 83.0% |
| Polytechnic | 3,818 | 13 | 16 | 14 | 20 | 37 | 29.1% | 27.3% | 42.9% |
| Reid | 124 | 87 | | 12 | | | 99.2% | 91.1% | 99.2% |
| Renaissance | 401 | 6 | 15 | 11 | 17 | 51 | 21.2% | 21.7% | 32.4% |
| Sato | 553 | 2 | 4 | 7 | 17 | 69 | 6.3% | 6.8% | 13.6% |
| Wilson | 3,420 | 15 | 18 | 13 | 20 | 34 | 33.1% | 33.0% | 46.5% |

The percentages may not equal 100% due to rounding.

[Submit Feedback](#)

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

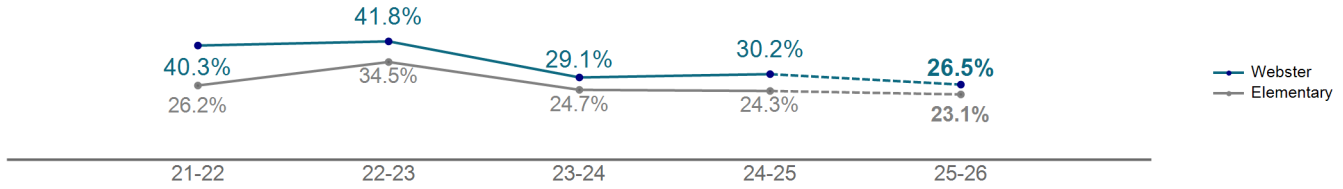
| Legend | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic | <80% |
| Moderately Chronic | >=80% & <=90% |
| At Risk Chronic | >90% & <93% |
| Satisfactory | >=93% & <96% |
| Strong Attendance | >=96% |

| School | # Students | Percent by Category | | | | | Current Chronic Rate | 23-24 Chronic Rate | Chonic + At-Risk Rate |
|----------|------------|---------------------|----|----|----|----|----------------------|--------------------|-----------------------|
| District | 64,022 | 8 | 16 | 15 | 21 | 40 | 24.3% | 24.6% | 39.2% |

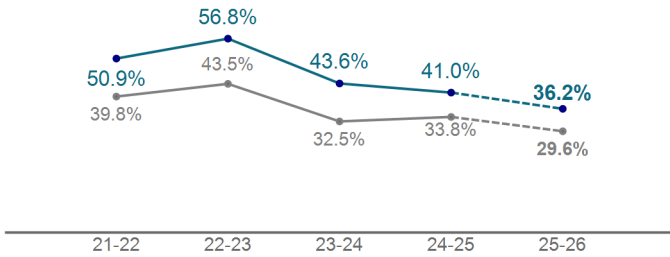
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

Webster
All Students
N = 422



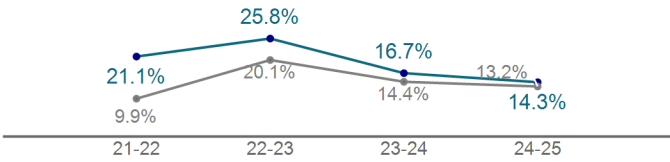
African American
N = 58



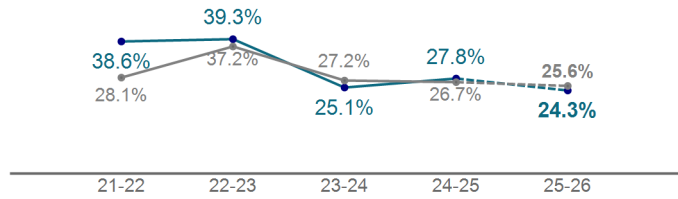
Asian

Subgroup with fewer than 20 students.

Filipino



Hispanic
N = 313



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

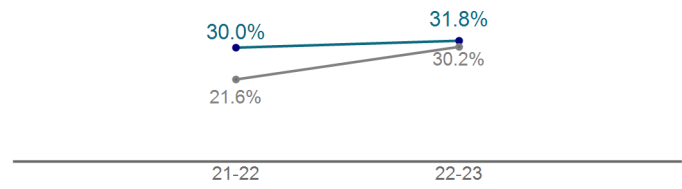
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American

Other

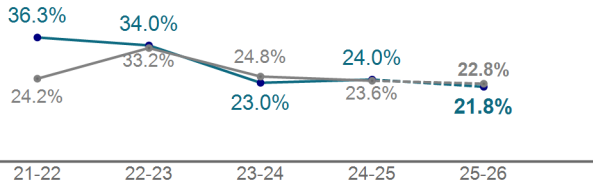
Subgroup with fewer than 20 students.



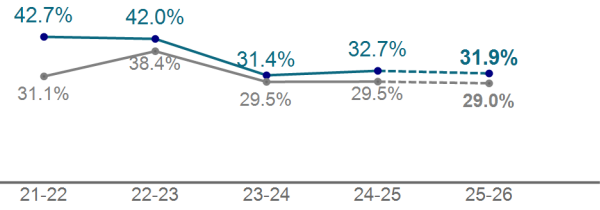
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

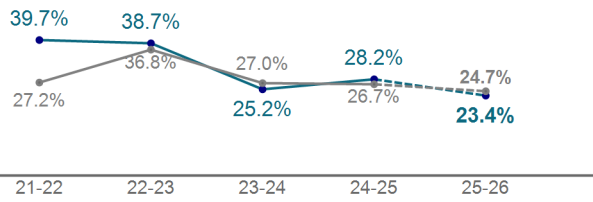
EL + RFEP
N = 119



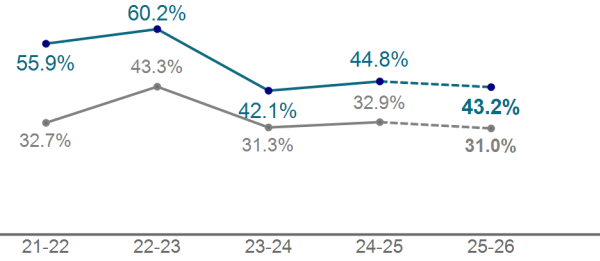
Low SES
N = 307



English Learner
N = 107



Special Education
N = 95



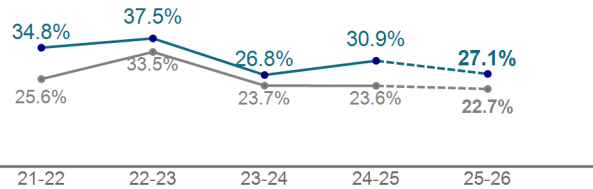
Homeless or Foster Youth

Subgroup with fewer than 20 students.

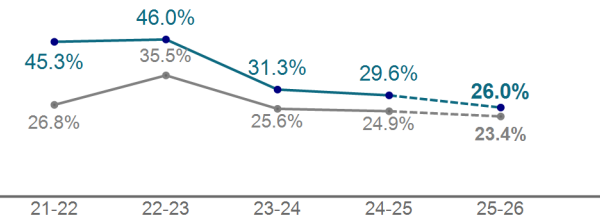
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 203



Male
N = 219



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Webster

| Category | Tested | Percent by Achievement Level | | | | | | | 2 yr | 3 yr | % Cohort |
|--------------|------------------|------------------------------|---------|------------|-----|----------|--------------|-----|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| All Students | 207 | 65% | 43 | 22 | 20 | 14 | 35% | ↑3 | | ↓2 | |
| | All Elementary | 50% | 29 | 21 | 24 | 26 | 50% | ↑2 | | ↑5 | |
| | District | 48% | 27 | 22 | 28 | 24 | 52% | ↑2 | | ↑4 | |
| Grade | Gr. 03 | 71 | 65% | 44 | 21 | 21 | 14 | 35% | ↑3 | | - |
| | | All Elementary | 53% | 31 | 22 | 21 | 27 | 47% | ↑- | | - |
| | | District | 52% | 30 | 22 | 21 | 27 | 48% | ↑1 | | - |
| | Gr. 04 | 69 | 61% | 35 | 26 | 20 | 19 | 39% | ↓1 | | ↑8 |
| | | All Elementary | 51% | 31 | 20 | 22 | 27 | 49% | ↑1 | | ↑3 |
| | | District | 51% | 31 | 19 | 22 | 27 | 49% | ↑1 | | ↑2 |
| | Gr. 05 | 67 | 70% | 51 | 19 | 19 | 10 | 30% | ↑9 | | ↓11 |
| | | All Elementary | 46% | 26 | 20 | 29 | 25 | 54% | ↑4 | | ↑8 |
| | | District | 45% | 26 | 19 | 29 | 26 | 55% | ↑4 | | ↑8 |
| Ethnicity | Hispanic | 147 | 64% | 41 | 23 | 23 | 13 | 36% | ↑6 | | ↑1 |
| | | All Elementary | 57% | 34 | 23 | 24 | 20 | 43% | ↑2 | | ↑6 |
| | | District | 55% | 31 | 24 | 27 | 18 | 45% | ↑2 | | ↑4 |
| | African American | 37 | 81% | 62 | 19 | 16 | 3 | 19% | ↑2 | | ↓4 |
| | | All Elementary | 66% | 41 | 25 | 19 | 15 | 34% | ↑1 | | ↑5 |
| | | District | 64% | 39 | 25 | 23 | 13 | 36% | ↑2 | | ↑3 |
| | Filipino | 13* | 54% | 31 | 23 | 15 | 31 | 46% | ↓25 | | - |
| | | All Elementary | 27% | 16 | 12 | 25 | 48 | 73% | ↑- | | ↑4 |
| | | District | 25% | 9 | 16 | 30 | 45 | 75% | ↑2 | | ↑3 |
| | Asian | 6* | 33% | 33 | | 67 | | 67% | ↓13 | | - |
| | | All Elementary | 33% | 17 | 16 | 26 | 41 | 67% | ↑2 | | ↑7 |
| | | District | 30% | 14 | 16 | 31 | 39 | 70% | ↑3 | | ↑5 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2025 :: School Data by Subgroup

Webster

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | |
|---------------------|------------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| Ethnicity | Cambodian | 2* | 50% | 50 | 50 | 50% | ↓17 | | - | |
| | | All Elementary | 37% | 20 | 17 | 26 | 37 | 63% | ↑1 | ↑7 |
| | | District | 36% | 16 | 19 | 32 | 33 | 64% | ↑1 | ↑4 |
| | Other | 2* | 50% | 50 | 50 | 50% | ↑25 | | - | |
| | | All Elementary | 31% | 17 | 15 | 26 | 43 | 69% | ↑1 | ↑3 |
| | | District | 31% | 16 | 16 | 29 | 40 | 69% | ↑1 | ↑2 |
| | Pacific Islander | 1* | 100% | 100 | 0% | | | - | - | |
| | | All Elementary | 59% | 31 | 28 | 27 | 14 | 41% | ↑7 | ↑8 |
| | | District | 55% | 30 | 26 | 35 | 10 | 45% | ↑2 | ↑6 |
| | White | 1* | 0% | | 100 | 100% | | - | - | |
| All Elementary | | 22% | 10 | 12 | 27 | 51 | 78% | ↑1 | ↑3 | |
| District | | 23% | 10 | 13 | 31 | 46 | 77% | ↑3 | ↑2 | |
| Gender | Female | 103 | 69% | 43 | 26 | 17 | 15 | 31% | ↑- | ↓3 |
| | | All Elementary | 47% | 27 | 21 | 25 | 28 | 53% | ↑1 | ↑4 |
| | | District | 44% | 23 | 21 | 30 | 26 | 56% | ↑2 | ↑3 |
| | Male | 104 | 62% | 43 | 18 | 24 | 14 | 38% | ↑6 | - |
| | | All Elementary | 52% | 31 | 21 | 23 | 25 | 48% | ↑3 | ↑7 |
| | | District | 52% | 31 | 22 | 26 | 22 | 48% | ↑3 | ↑4 |
| | Nonbinary | All Elementary* | 50% | 33 | 17 | 33 | 17 | 50% | ↑50 | - |
| District | | 33% | 15 | 17 | 39 | 28 | 67% | ↑14 | ↑10 | |
| Special Populations | EL + RFEP | 56 | 80% | 57 | 23 | 9 | 11 | 20% | ↓15 | ↓10 |
| | | All Elementary | 67% | 44 | 23 | 19 | 15 | 33% | ↓- | ↑6 |
| | | District | 62% | 37 | 25 | 25 | 13 | 38% | ↑1 | ↑5 |
| | ELL | 42 | 98% | 74 | 24 | 2 | 2% | ↓17 | - | |

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2025 :: School Data by Subgroup

Webster

| Category | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | | |
|---------------------|-----------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded | |
| Special Populations | ELL | All Elementary | 87% | 63 | 23 | 11 | 3 | 13% | ↓6 | | ↑5 |
| | | District | 90% | 67 | 23 | 8 | 1 | 10% | ↓4 | | ↑3 |
| | RFEP | 14* | 29% | 7 | 21 | 29 | 43 | 71% | ↑3 | | - |
| | | All Elementary | 29% | 7 | 22 | 35 | 37 | 71% | ↓5 | | ↑9 |
| | Foster | District | 38% | 13 | 26 | 38 | 23 | 62% | ↑3 | | ↑5 |
| | | 2* | 50% | 50 | 50 | 50 | 50 | 50% | ↑50 | | - |
| | GATE/Excel | All Elementary | 70% | 53 | 18 | 22 | 8 | 30% | ↑10 | | ↑13 |
| | | District | 71% | 50 | 20 | 21 | 8 | 29% | ↑6 | | ↑8 |
| | Homeless | 47 | 15% | 2 | 13 | 36 | 49 | 85% | ↓3 | | ↓11 |
| | | All Elementary | 7% | 16 | 26 | 67 | 93% | 93% | ↑2 | | ↑2 |
| | Homeless/Foster | District | 10% | 2 | 8 | 31 | 59 | 90% | ↑2 | | ↑1 |
| | | 6* | 83% | 83 | 17 | 17 | 17 | 17% | ↑17 | | - |
| | Low SES | All Elementary | 71% | 50 | 21 | 18 | 11 | 29% | ↓2 | | ↑6 |
| | | District | 69% | 45 | 24 | 21 | 10 | 31% | ↓- | | ↑3 |
| | Special Ed. | 8* | 75% | 63 | 13 | 13 | 13 | 25% | ↑25 | | - |
| | | All Elementary | 71% | 50 | 21 | 19 | 10 | 29% | ↓- | | ↑7 |
| Spec Ed. Speech/RSP | District | 70% | 46 | 24 | 21 | 9 | 30% | ↑- | | ↑3 | |
| | 160 | 73% | 48 | 26 | 19 | 8 | 27% | ↓- | | ↓4 | |
| Special Ed. | All Elementary | 59% | 36 | 23 | 23 | 18 | 41% | ↑2 | | ↑6 | |
| | District | 58% | 34 | 24 | 27 | 15 | 42% | ↑2 | | ↑4 | |
| Special Ed. | 34 | 82% | 71 | 12 | 12 | 6 | 18% | ↓7 | | ↓4 | |
| | All Elementary | 79% | 60 | 19 | 13 | 8 | 21% | ↑3 | | ↑6 | |
| Spec Ed. Speech/RSP | District | 81% | 62 | 20 | 13 | 6 | 19% | ↑2 | | ↑4 | |
| | 22 | 95% | 77 | 18 | 5 | 5 | 5% | ↓23 | | - | |

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2025 :: School Data by Subgroup

Webster

| Category | Tested | | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | |
|---------------------|---------------------|----------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|
| | | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| Special Populations | Spec Ed. Speech/RSP | All Elementary | 81% | 58 | 23 | 14 | 5 | 19% | ↓4 | | ↑7 |
| | | District | 81% | 57 | 24 | 15 | 4 | 19% | ↓2 | | ↑5 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: School Data by Subgroup

Webster

| Category | Tested | Percent by Achievement Level | | | | | | | 2 yr | 3 yr | % Cohort |
|--------------|----------------|------------------------------|---------|------------|-----|----------|--------------|-----|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| All Students | 208 | 63% | 38 | 25 | 22 | 15 | 37% | ↑9 | | ↑5 | |
| | All Elementary | 55% | 29 | 26 | 23 | 22 | 45% | ↑1 | | ↓4 | |
| | District | 62% | 36 | 25 | 19 | 19 | 38% | ↑2 | | ↓2 | |
| Grade | 71 | 62% | 42 | 20 | 25 | 13 | 38% | ↑6 | | - | |
| | All Elementary | 51% | 30 | 22 | 26 | 23 | 49% | ↓- | | - | |
| | District | 51% | 29 | 21 | 26 | 23 | 49% | ↑- | | - | |
| | 70 | 51% | 21 | 30 | 27 | 21 | 49% | ↑18 | | ↑17 | |
| | All Elementary | 55% | 24 | 31 | 25 | 20 | 45% | ↓- | | ↓3 | |
| | District | 55% | 25 | 30 | 25 | 21 | 45% | ↓- | | ↓3 | |
| | 67 | 76% | 52 | 24 | 12 | 12 | 24% | ↑3 | | ↓6 | |
| | All Elementary | 60% | 33 | 27 | 19 | 22 | 40% | ↑3 | | ↓4 | |
| | District | 59% | 33 | 26 | 19 | 23 | 41% | ↑3 | | ↓4 | |
| Ethnicity | 148 | 61% | 37 | 24 | 25 | 14 | 39% | ↑8 | | ↑5 | |
| | All Elementary | 62% | 33 | 29 | 22 | 15 | 38% | ↑1 | | ↓4 | |
| | District | 68% | 42 | 27 | 18 | 13 | 32% | ↑2 | | ↓2 | |
| | 37 | 84% | 51 | 32 | 8 | 8 | 16% | ↑11 | | ↑9 | |
| | All Elementary | 72% | 42 | 29 | 17 | 11 | 28% | ↑2 | | ↓1 | |
| | District | 78% | 52 | 26 | 14 | 8 | 22% | ↑2 | | ↓1 | |
| | 13* | 46% | 38 | 8 | 31 | 23 | 54% | ↓3 | | - | |
| | All Elementary | 30% | 12 | 18 | 29 | 41 | 70% | ↑1 | | ↓3 | |
| | District | 37% | 16 | 21 | 22 | 40 | 63% | ↑1 | | ↓3 | |
| | 6* | 17% | 17 | 17 | 67 | 83% | 83% | ↑3 | | - | |
| | All Elementary | 37% | 14 | 23 | 26 | 37 | 63% | ↑1 | | ↓3 | |
| | District | 42% | 20 | 23 | 23 | 34 | 58% | ↑3 | | ↓2 | |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: School Data by Subgroup

Webster

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | |
|---------------------|------------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| Ethnicity | Cambodian | 2* | 50% | 50 | | 50 | | 50% | ↓17 | | - |
| | | All Elementary | 41% | 18 | 23 | 27 | 31 | 59% | ↑2 | | ↓3 |
| | | District | 47% | 23 | 24 | 25 | 28 | 53% | ↑3 | | ↓2 |
| | Other | 2* | 50% | 50 | | 50 | | 50% | ↑25 | | - |
| | | All Elementary | 37% | 16 | 20 | 26 | 37 | 63% | ↑- | | ↓4 |
| | | District | 42% | 22 | 20 | 24 | 34 | 58% | ↑1 | | ↓2 |
| | Pacific Islander | 1* | 100% | 100 | | 0% | | | - | | - |
| | | All Elementary | 64% | 33 | 31 | 21 | 15 | 36% | ↓- | | - |
| | | District | 72% | 41 | 31 | 17 | 11 | 28% | ↓1 | | ↓2 |
| | White | 1* | 0% | | | 100 | | 100% | - | | - |
| All Elementary | | 28% | 10 | 18 | 28 | 44 | 72% | ↓1 | | ↓7 | |
| District | | 37% | 16 | 21 | 25 | 38 | 63% | ↑2 | | ↓5 | |
| Gender | Female | 104 | 65% | 41 | 24 | 20 | 14 | 35% | ↑10 | | ↑13 |
| | | All Elementary | 59% | 31 | 28 | 22 | 19 | 41% | ↑1 | | ↓4 |
| | | District | 64% | 37 | 26 | 19 | 17 | 36% | ↑2 | | ↓2 |
| | Male | 104 | 61% | 36 | 25 | 23 | 16 | 39% | ↑7 | | ↓2 |
| | | All Elementary | 52% | 27 | 25 | 24 | 24 | 48% | ↑1 | | ↓3 |
| | | District | 59% | 36 | 24 | 20 | 21 | 41% | ↑2 | | ↓2 |
| | Nonbinary | All Elementary* | 67% | 33 | 33 | 17 | 17 | 33% | ↑33 | | - |
| District | | 68% | 43 | 26 | 21 | 11 | 32% | ↑8 | | - | |
| Special Populations | EL + RFEP | 56 | 66% | 46 | 20 | 27 | 7 | 34% | ↑5 | | - |
| | | All Elementary | 69% | 40 | 29 | 19 | 12 | 31% | ↑- | | ↓2 |
| | | District | 74% | 49 | 25 | 15 | 10 | 26% | ↑2 | | ↓1 |
| | ELL | 42 | 74% | 60 | 14 | 26 | | 26% | ↑10 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Webster

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | |
|---------------------|-----------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| Special Populations | ELL | All Elementary | 85% | 56 | 28 | 12 | 3 | 15% | ↓3 | | ↓1 |
| | | District | 90% | 70 | 21 | 8 | 2 | 10% | ↓2 | | ↑- |
| | RFEP | 14* | 43% | 7 | 36 | 29 | 29 | 57% | ↑1 | | - |
| | | All Elementary | 39% | 10 | 29 | 32 | 29 | 61% | ↓7 | | ↓4 |
| | | District | 61% | 32 | 29 | 22 | 17 | 39% | ↑3 | | ↓2 |
| | Foster | 2* | 100% | 50 | 50 | | | 0% | - | | - |
| | | All Elementary | 77% | 48 | 29 | 18 | 5 | 23% | ↑- | | - |
| | | District | 80% | 56 | 24 | 12 | 7 | 20% | ↑4 | | - |
| | GATE/Excel | 47 | 19% | 2 | 17 | 26 | 55 | 81% | ↓3 | | ↓11 |
| | | All Elementary | 11% | 1 | 9 | 29 | 60 | 89% | ↓- | | ↓5 |
| | | District | 20% | 5 | 15 | 27 | 53 | 80% | ↑1 | | ↓5 |
| | Homeless | 6* | 83% | 83 | 17 | | | 17% | ↑17 | | - |
| | | All Elementary | 80% | 50 | 30 | 13 | 7 | 20% | ↓4 | | ↓3 |
| | | District | 82% | 58 | 24 | 11 | 7 | 18% | ↓- | | ↓2 |
| | Homeless/Foster | 8* | 88% | 75 | 13 | 13 | | 13% | ↑13 | | - |
| | | All Elementary | 79% | 50 | 29 | 13 | 7 | 21% | ↓3 | | ↓3 |
| | | District | 82% | 58 | 24 | 11 | 7 | 18% | ↑- | | ↓2 |
| Low SES | 161 | 68% | 45 | 24 | 22 | 10 | 32% | ↑7 | | ↑9 | |
| | All Elementary | 64% | 35 | 29 | 21 | 14 | 36% | ↑1 | | ↓3 | |
| | District | 71% | 44 | 26 | 17 | 12 | 29% | ↑2 | | ↓1 | |
| Special Ed. | 34 | 74% | 65 | 9 | 18 | 9 | 26% | ↑8 | | ↑8 | |
| | All Elementary | 78% | 57 | 21 | 14 | 8 | 22% | ↑2 | | ↑1 | |
| | District | 85% | 68 | 17 | 9 | 6 | 15% | ↑2 | | ↑1 | |
| Spec Ed. Speech/RSP | 22 | 91% | 82 | 9 | 9 | | 9% | ↓12 | | - | |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: School Data by Subgroup

Webster

| Category | Tested | | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | |
|---------------------|---------------------|----------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|
| | | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| Special Populations | Spec Ed. Speech/RSP | All Elementary | 81% | 56 | 24 | 13 | 6 | 19% | ↓4 | | ↑1 |
| | | District | 85% | 66 | 20 | 10 | 5 | 15% | ↓2 | | ↑1 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2025 :: School Data by Subgroup

Webster

| Category | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort | |
|----------------|------------------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| All Students | 67 | 82% | 39 | 43 | 12 | 6 | 18% | ↑2 | | - | |
| | All Elementary | 68% | 17 | 52 | 20 | 12 | 32% | ↑2 | | - | |
| | District | 72% | 15 | 57 | 19 | 9 | 28% | ↑2 | | - | |
| Grade | Gr. 05 | 67 | 82% | 39 | 43 | 12 | 6 | 18% | ↑2 | | - |
| | All Elementary | 68% | 17 | 52 | 20 | 12 | 32% | ↑2 | | - | |
| | District | 67% | 17 | 51 | 20 | 12 | 33% | ↑2 | | - | |
| Ethnicity | Hispanic | 47 | 77% | 30 | 47 | 15 | 9 | 23% | ↑12 | | - |
| | | All Elementary | 76% | 19 | 57 | 17 | 7 | 24% | ↑1 | | - |
| | | District | 79% | 17 | 61 | 16 | 5 | 21% | ↑1 | | - |
| | African American | 13* | 100% | 77 | 23 | | | 0% | ↓6 | | - |
| | | All Elementary | 83% | 27 | 57 | 12 | 4 | 17% | ↓2 | | - |
| | | District | 85% | 24 | 62 | 11 | 3 | 15% | ↑- | | - |
| | Filipino | 6* | 83% | 17 | 67 | 17 | | 17% | ↓58 | | - |
| | | All Elementary | 50% | 8 | 42 | 35 | 15 | 50% | ↑2 | | - |
| | | District | 53% | 6 | 47 | 32 | 15 | 47% | ↑1 | | - |
| | Pacific Islander | 1* | 100% | 100 | | | | 0% | - | | - |
| All Elementary | | 86% | 27 | 59 | 5 | 9 | 14% | ↓4 | | - | |
| District | | 87% | 22 | 64 | 11 | 2 | 13% | ↑4 | | - | |
| Gender | Female | 31 | 74% | 45 | 29 | 16 | 10 | 26% | ↑6 | | - |
| | | All Elementary | 70% | 15 | 56 | 19 | 10 | 30% | ↑- | | - |
| | | District | 73% | 13 | 59 | 19 | 8 | 27% | ↑1 | | - |
| | Male | 36 | 89% | 33 | 56 | 8 | 3 | 11% | ↓1 | | - |
| | | All Elementary | 67% | 18 | 48 | 20 | 13 | 33% | ↑3 | | - |
| | | District | 71% | 17 | 54 | 19 | 10 | 29% | ↑3 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Webster

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | |
|---------------------|-----------------|------------------------------|---------|------------|----------|----------|--------------|------|----------|-----|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| Gender | Nonbinary | All Elementary* | 67% | 67 | | 33 | | 33% | - | | - |
| | | District | 82% 4 | 79 | | 7 11 | | 18% | ↓21 | | - |
| Special Populations | EL + RFEP | 14* | 79% | 29 | | 14 7 | | 21% | ↑3 | | - |
| | | All Elementary | 82% | 26 | | 13 5 | | 18% | ↑2 | | - |
| | District | 83% | 20 | | 13 3 | | 17% | ↑1 | | - | |
| | ELL | 8* | 100% | 50 | | | | 0% | - | | - |
| | | All Elementary | 99% | 45 | | 1 | | 1% | ↓2 | | - |
| | District | 99% | 43 | | | | 1% | ↓1 | | - | |
| | RFEP | 6* | 50% | 50 | | 33 17 | | 50% | ↑10 | | - |
| | | All Elementary | 61% | 3 | | 58 27 12 | | 39% | ↓6 | | - |
| | District | 75% | 9 | | 66 20 5 | | 25% | ↑- | | - | |
| | GATE/Excel | 20 | 40% | 40 | | 40 20 | | 60% | ↓29 | | - |
| | | All Elementary | 30% | 29 | | 38 32 | | 70% | ↓9 | | - |
| | District | 35% | 2 | | 33 38 27 | | 65% | ↑1 | | - | |
| | Homeless | 1* | 100% | 100 | | | | 0% | - | | - |
| | | All Elementary | 80% | 30 | | 14 5 | | 20% | ↑5 | | - |
| | District | 86% | 26 | | 11 3 | | 14% | ↑- | | - | |
| | Homeless/Foster | 1* | 100% | 100 | | | | 0% | - | | - |
| All Elementary | | 80% | 30 | | 14 6 | | 20% | ↑5 | | - | |
| District | 86% | 26 | | 11 3 | | 14% | ↑1 | | - | | |
| Foster | All Elementary | 78% | 35 | | 13 9 | | 22% | ↑6 | | - | |
| | District | 83% | 28 | | 14 3 | | 17% | ↑6 | | - | |
| Low SES | 56 | 89% | 43 | | 5 5 | | 11% | ↓9 | | - | |
| | All Elementary | 78% | 21 | | 16 6 | | 22% | ↑1 | | - | |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2025 :: School Data by Subgroup

Webster

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | |
|---------------------|---------------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| Special Populations | Low SES | District | 81% | 19 | 61 | 15 | 4 | 19% | ↑1 | | - |
| | Special Ed. | 11* | 100% | 64 | 36 | | | 0% | ↓13 | | - |
| | | All Elementary | 91% | 43 | 48 | 6 | 3 | 9% | ↓2 | | - |
| | | District | 92% | 37 | 55 | 6 | 2 | 8% | ↓- | | - |
| | Spec Ed. Speech/RSP | 7* | 100% | 86 | 14 | | | 0% | ↓13 | | - |
| | | All Elementary | 92% | 39 | 53 | 6 | 2 | 8% | ↓5 | | - |
| | | District | 92% | 32 | 60 | 7 | 2 | 8% | ↓2 | | - |

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Webster

| Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|-------------|--------------|--|---|---|--------------|--------------|--------------|----|
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| E L A | All Students | 132 | 42 | 29 | 20 | 23 | 29 | |
| | | All ES | 48 | 22 | 22 | 26 | 31 | |
| | | District | 33 | 30 | 15 | 17 | 38 | |
| | Grade | Gr. 04 (Minimum Growth Target: 44) (Min Accelerated Growth Target: 89) (Minimum Board Goal 2 Target: 118) | 67 | 61 | 24 | 19 | 21 | 36 |
| | | | All ES | 48 | 24 | 23 | 28 | 25 |
| | | | District | 45 | 24 | 24 | 28 | 24 |
| | | Gr. 05 (Minimum Growth Target: 35) (Min Accelerated Growth Target: 71) (Minimum Board Goal 2 Target: 101) | 65 | 24 | 34 | 20 | 25 | 22 |
| | | | All ES | 50 | 21 | 20 | 24 | 36 |
| | | | District | 49 | 21 | 20 | 24 | 36 |
| | Ethnicity | Hispanic | 93 | 40 | 30 | 18 | 25 | 27 |
| | | | All ES | 50 | 22 | 21 | 26 | 31 |
| | | | District | 34 | 30 | 14 | 17 | 38 |
| | | African American | 24 | 54 | 25 | 21 | 13 | 42 |
| | | | All ES | 50 | 24 | 21 | 20 | 35 |
| | | | District | 31 | 32 | 14 | 15 | 39 |
| Filipino | | 10^ | - | 30 | 40 | 20 | 10 | |
| | | All ES | 44 | 26 | 22 | 26 | 26 | |
| | | District | 39 | 29 | 14 | 17 | 41 | |
| Asian | 3^ | - | | 33 | | 67 | | |
| | All ES | 47 | 22 | 21 | 27 | 30 | | |
| | District | 34 | 29 | 15 | 17 | 39 | | |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Webster

3/17/26

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | | |
|---------------------|------------------|---|----|---|--------------|--------------|--------------|----|----|
| | | N | | Growth Target | | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | | |
| Ethnicity | Cambodian | 2^ | - | | | 50 | 50 | | |
| | | All ES | 48 | | 22 | 20 | 28 | 30 | |
| | | District | 35 | | 29 | 15 | 18 | 38 | |
| | Other | 1^ | - | | | | 100 | 0 | |
| | | All ES | 44 | | 23 | 20 | 28 | 28 | |
| | | District | 33 | | 31 | 15 | 17 | 37 | |
| | Pacific Islander | 1^ | - | | 100 | | | 0 | |
| | | All ES | 65 | | | 11 | 28 | 28 | 32 |
| | | District | 30 | | 29 | 18 | 15 | 37 | |
| Gender | Female | 63 | 42 | | 30 | 21 | 24 | 25 | |
| | | All ES | 45 | | 23 | 23 | 25 | 29 | |
| | | District | 33 | | 30 | 15 | 17 | 38 | |
| | Male | 69 | 42 | | 28 | 19 | 22 | 32 | |
| | | All ES | 52 | | 21 | 20 | 26 | 32 | |
| | | District | 33 | | 31 | 14 | 17 | 38 | |
| | Nonbinary | All ES^ | 45 | | 33 | 33 | | 33 | |
| District | | 33 | | 36 | 15 | 5 | 44 | | |
| Special Populations | EL + RFEP | 30 | 40 | | 37 | 17 | 17 | 30 | |
| | | All ES | 53 | | 22 | 19 | 26 | 33 | |
| | | District | 34 | | 31 | 13 | 16 | 41 | |
| | ELL | 18^ | - | | 33 | 28 | 6 | 33 | |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Webster

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | |
|--|-----------------|---|----|---|--------------|--------------|--------------|
| | | N | | Growth Target | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* |
| E L A Special Populations | ELL | All ES | 52 | 24 | 19 | 25 | 33 |
| | | District | 36 | 30 | 14 | 17 | 38 |
| | RFEP | 12^ | - | 42 | 33 | 25 | |
| | | All ES | 52 | 20 | 20 | 28 | 33 |
| | Foster | District | 31 | 31 | 12 | 14 | 43 |
| | | 1^ | - | | | | 100 |
| | GATE/Excel | All ES | 53 | 23 | 19 | 30 | 28 |
| | | District | 33 | 31 | 18 | 13 | 38 |
| | Homeless | 37 | 26 | 38 | 19 | 24 | 19 |
| | | All ES | 42 | 23 | 23 | 28 | 26 |
| | Homeless/Foster | District | 32 | 29 | 16 | 19 | 36 |
| | | 5^ | - | | 40 | | 60 |
| | Low SES | All ES | 53 | 22 | 22 | 21 | 34 |
| | | District | 33 | 30 | 16 | 16 | 38 |
| | Special Ed. | 6^ | - | | 33 | | 67 |
| | | All ES | 53 | 23 | 22 | 23 | 33 |
| | Special Ed. | District | 34 | 31 | 16 | 15 | 38 |
| | | 105 | 44 | 26 | 21 | 24 | 30 |
| | Special Ed. | All ES | 50 | 22 | 22 | 25 | 32 |
| | | District | 34 | 30 | 15 | 16 | 39 |
| Special Ed. | 24 | 44 | 29 | 25 | 13 | 33 | |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Webster

3/17/26

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|-------------|---------------------|---|----------|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| E L A | Special Populations | Special Ed. | All ES | 57 | 22 | 19 | 22 | 37 |
| | | | District | 36 | 30 | 14 | 17 | 39 |
| | Spec Ed. Speech/RSP | | 15^ | - | 20 | 27 | 7 | 47 |
| | | | All ES | 62 | 20 | 17 | 23 | 40 |
| | | | District | 37 | 31 | 13 | 16 | 41 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Webster

3/17/26

| Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|------------------|--------------|--|---|---|--------------|--------------|--------------|----|
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| M a t h | All Students | 134 | 40 | 22 | 26 | 35 | 16 | |
| | | All ES | 35 | 24 | 29 | 28 | 19 | |
| | | District | 23 | 34 | 20 | 19 | 27 | |
| | Grade | Gr. 04 (Minimum Growth Target: 42) (Min Accelerated Growth Target: 85) | 68 | 64 | 7 | 22 | 44 | 26 |
| | | | All ES | 42 | 20 | 30 | 31 | 20 |
| | | | District | 40 | 21 | 30 | 30 | 19 |
| | | Gr. 05 (Minimum Growth Target: 39) (Min Accelerated Growth Target: 79) | 66 | 15 | 38 | 30 | 26 | 6 |
| | | | All ES | 28 | 29 | 29 | 25 | 18 |
| | | | District | 27 | 30 | 28 | 25 | 17 |
| | Ethnicity | Hispanic | 95 | 37 | 21 | 26 | 40 | 13 |
| | | | All ES | 36 | 24 | 28 | 28 | 19 |
| | | | District | 22 | 36 | 19 | 19 | 27 |
| African American | | 24 | 62 | 25 | 17 | 25 | 33 | |
| | | All ES | 35 | 23 | 32 | 26 | 19 | |
| | | District | 21 | 35 | 20 | 17 | 28 | |
| Filipino | | 10^ | - | 40 | 30 | 20 | 10 | |
| | | All ES | 38 | 22 | 26 | 33 | 18 | |
| | | District | 31 | 30 | 19 | 21 | 30 | |
| Asian | 3^ | - | | 33 | 33 | 33 | | |
| | All ES | 41 | 23 | 29 | 26 | 22 | | |
| | District | 28 | 31 | 21 | 20 | 29 | | |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Webster

3/17/26

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | |
|---------------------|------------------|---|----|---|--------------|--------------|--------------|
| | | N | | Growth Target | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* |
| Ethnicity | Cambodian | 2^ | - | | 50 | | 50 |
| | | All ES | 40 | 22 | 28 | 26 | 24 |
| | | District | 29 | 30 | 20 | 20 | 30 |
| | Other | 1^ | - | | 100 | | 0 |
| | | All ES | 32 | 25 | 28 | 29 | 17 |
| | | District | 27 | 31 | 21 | 20 | 28 |
| | Pacific Islander | 1^ | - | | 100 | | 0 |
| | | All ES | 38 | 23 | 38 | 23 | 17 |
| | | District | 14 | 35 | 22 | 20 | 23 |
| Gender | Female | 65 | 42 | 18 | 31 | 34 | 17 |
| | | All ES | 33 | 25 | 30 | 27 | 18 |
| | | District | 22 | 34 | 20 | 18 | 27 |
| | Male | 69 | 40 | 26 | 22 | 36 | 16 |
| | | All ES | 37 | 24 | 29 | 28 | 19 |
| | | District | 23 | 35 | 19 | 19 | 27 |
| | Nonbinary | All ES^ | 19 | 33 | | 67 | |
| District | | 12 | 45 | 10 | 15 | 30 | |
| Special Populations | EL + RFEP | 30 | 25 | 27 | 33 | 33 | 7 |
| | | All ES | 37 | 25 | 27 | 28 | 21 |
| | | District | 21 | 37 | 18 | 18 | 27 |
| | ELL | 18^ | - | 22 | 33 | 39 | 6 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Webster

3/17/26

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|-----------------------------|-----------------|---|----|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| Math at Special Populations | ELL | All ES | 36 | 27 | 26 | 26 | 20 | |
| | | District | 20 | 38 | 18 | 18 | 26 | |
| | RFEP | 12^ | - | 33 | 33 | 25 | 8 | |
| | | All ES | 40 | 22 | 27 | 30 | 21 | |
| | Foster | District | 21 | 36 | 18 | 18 | 28 | |
| | | 1^ | - | | | 100 | 0 | |
| | GATE/Excel | All ES | 37 | 31 | 30 | 25 | 21 | 25 |
| | | District | 27 | 36 | 17 | 18 | 29 | |
| | Homeless | All ES | 37 | 31 | 24 | 27 | 35 | 14 |
| | | District | 26 | 26 | 23 | 30 | 29 | 17 |
| | Homeless/Foster | 5^ | - | 60 | | | 40 | |
| | | All ES | 31 | 31 | 31 | 21 | 21 | 27 |
| | Low SES | District | 17 | 17 | 39 | 20 | 16 | 26 |
| | | 6^ | - | 50 | 17 | | 33 | |
| | Special Ed. | All ES | 32 | 32 | 26 | 29 | 25 | 20 |
| | | District | 18 | 18 | 38 | 19 | 16 | 26 |
| | Special Ed. | 107 | 40 | 40 | 23 | 26 | 34 | 17 |
| | | All ES | 36 | 36 | 24 | 28 | 28 | 19 |
| | | District | 22 | 22 | 35 | 19 | 19 | 27 |
| | | | 24 | 50 | 21 | 21 | 33 | 25 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Webster

3/17/26

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | |
|-----------------------------|---------------------|---|----|---|--------------|--------------|--------------|
| | | N | | Growth Target | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* |
| Math at Special Populations | Special Ed. | All ES | 39 | 26 | 26 | 26 | 23 |
| | | District | 22 | 36 | 17 | 17 | 29 |
| | Spec Ed. Speech/RSP | 15^ | - | 20 | 27 | 20 | 33 |
| | | All ES | 39 | 25 | 27 | 25 | 24 |
| | | District | 22 | 36 | 18 | 17 | 29 |

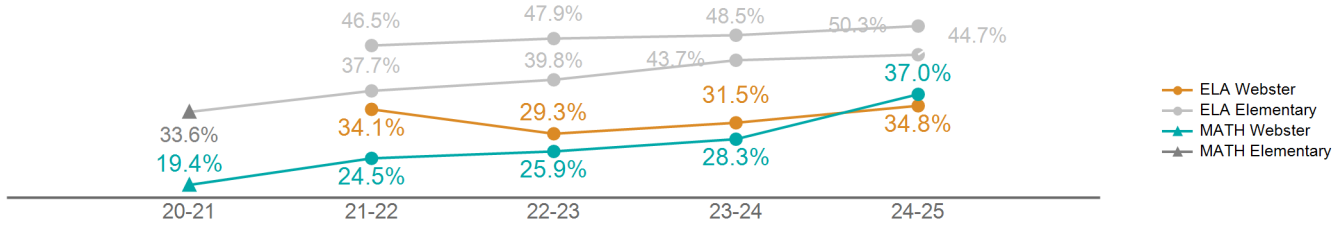
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

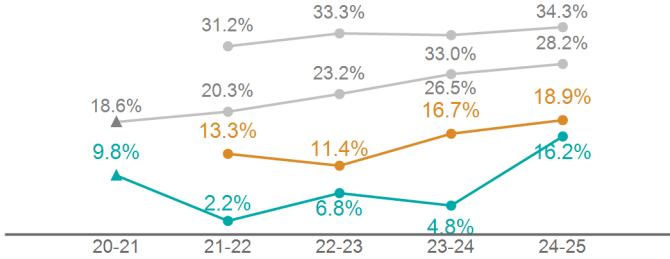
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

**Webster
All Students
N = 208**



**African American
N = 37**



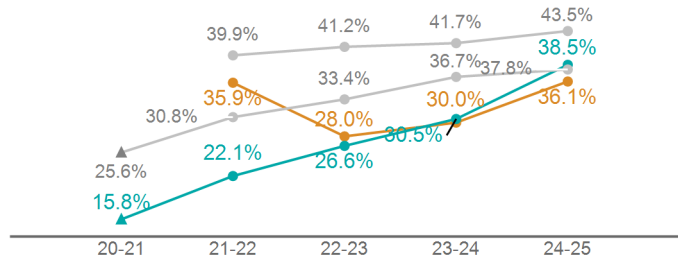
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

**Hispanic
N = 148**



Pacific Islander

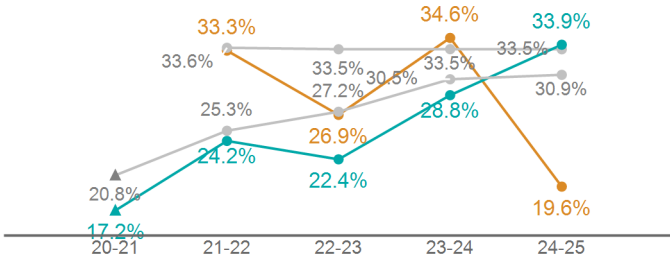
Subgroup with fewer than 20 students.

White

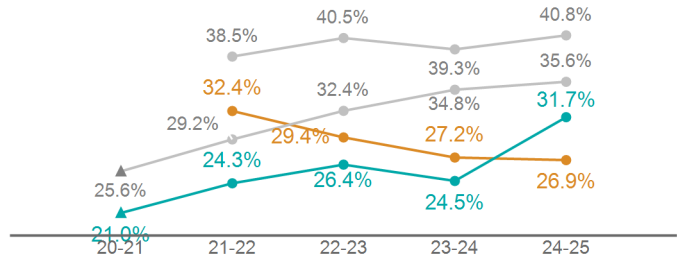
Subgroup with fewer than 20 students.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

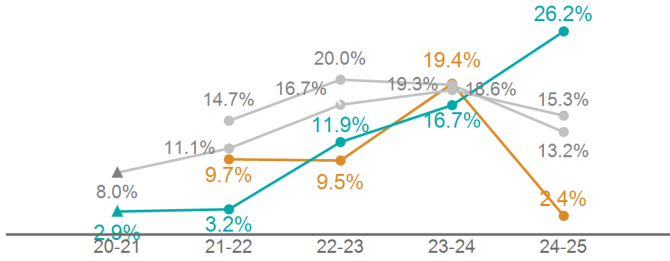
EL + RFEP
N = 56



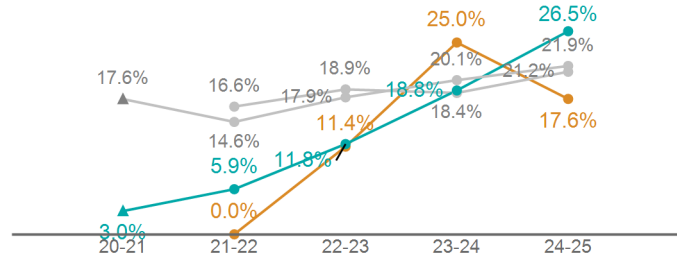
Low SES
N = 161



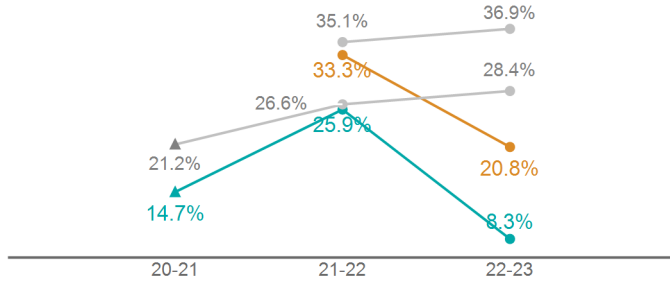
English Learner
N = 42



Special Education
N = 34



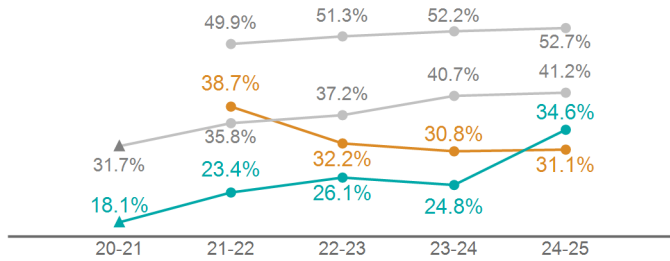
Homeless



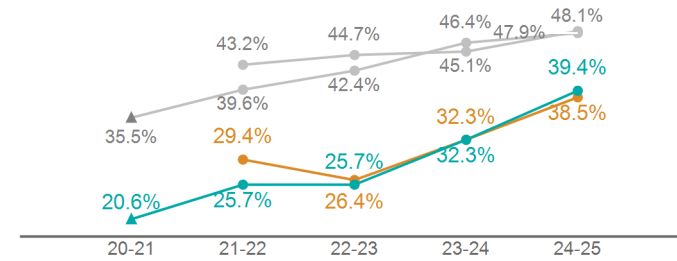
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 104



Male
N = 104



N's are from the current year.
Subgroups under 20 students are not included.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|----------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| All Elementary | 11,695 | 50% | 29 | 21 | 24 | 26 | 50% | ↑2 | | ↑5 |
| Addams | 362 | 67% | 41 | 25 | 21 | 12 | 33% | ↑2 | | ↑6 |
| Alvarado | 171 | 39% | 19 | 20 | 28 | 33 | 61% | ↓3 | | ↑3 |
| Barton | 218 | 69% | 49 | 21 | 19 | 12 | 31% | ↑3 | | ↑2 |
| Birney | 235 | 56% | 35 | 21 | 23 | 22 | 44% | ↑3 | | ↑9 |
| Bixby | 235 | 36% | 15 | 21 | 29 | 35 | 64% | ↓1 | | ↑4 |
| Bryant | 175 | 52% | 35 | 17 | 29 | 19 | 48% | ↑1 | | ↑9 |
| Burbank | 246 | 54% | 33 | 22 | 22 | 24 | 46% | ↓2 | | ↑8 |
| Burcham | 185 | 37% | 17 | 20 | 21 | 42 | 63% | ↑1 | | ↑8 |
| Carver | 247 | 26% | 12 | 15 | 32 | 42 | 74% | ↑5 | | ↑8 |
| Chavez | 137 | 64% | 46 | 18 | 21 | 15 | 36% | ↑3 | | ↑9 |
| Cleveland | 182 | 20% | 6 | 14 | 32 | 48 | 80% | ↓2 | | ↓3 |
| Dooley | 339 | 57% | 31 | 26 | 22 | 22 | 43% | ↑1 | | ↑1 |
| Edison | 197 | 82% | 61 | 21 | 14 | 4 | 18% | ↓6 | | ↓3 |
| Emerson | 173 | 29% | 16 | 13 | 30 | 40 | 71% | ↓4 | | ↑2 |
| Fremont | 252 | 27% | 11 | 17 | 26 | 47 | 73% | ↓8 | | ↓5 |
| Gant | 320 | 18% | 7 | 11 | 29 | 54 | 83% | ↑2 | | ↑1 |
| Garfield | 244 | 52% | 34 | 18 | 29 | 19 | 48% | ↑10 | | ↑11 |
| Gompers | 186 | 51% | 30 | 21 | 27 | 22 | 49% | ↑- | | ↑2 |
| Grant | 430 | 65% | 37 | 27 | 22 | 13 | 35% | ↑3 | | ↑6 |
| Harte | 347 | 62% | 39 | 23 | 22 | 16 | 38% | ↓2 | | ↑10 |
| Henry | 377 | 34% | 14 | 19 | 23 | 43 | 66% | ↓3 | | ↑3 |
| Herrera | 310 | 62% | 39 | 24 | 25 | 12 | 38% | ↑5 | | ↑11 |
| Holmes | 167 | 32% | 20 | 12 | 25 | 43 | 68% | ↑4 | | ↑3 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|--------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| Hudson | 123 | 63% | 46 | 17 | 20 | 16 | 37% | ↑8 | | ↑17 |
| Kettering | 135 | 27% | 13 | 15 | 28 | 44 | 73% | ↑3 | | ↑1 |
| King | 278 | 69% | 45 | 24 | 21 | 10 | 31% | ↑1 | | ↑1 |
| Lafayette | 430 | 63% | 39 | 23 | 19 | 18 | 37% | ↓1 | | ↑5 |
| Lincoln | 385 | 51% | 24 | 27 | 26 | 23 | 49% | ↑7 | | ↑8 |
| Longfellow | 450 | 33% | 16 | 16 | 26 | 41 | 67% | ↑5 | | ↑11 |
| Los Cerritos | 201 | 31% | 14 | 17 | 25 | 44 | 69% | ↑5 | | ↑2 |
| Lowell | 283 | 24% | 10 | 14 | 19 | 57 | 76% | ↓6 | | ↓3 |
| Macarthur | 144 | 33% | 13 | 20 | 30 | 37 | 67% | ↑7 | | ↑6 |
| Madison | 162 | 39% | 21 | 18 | 26 | 35 | 61% | ↑5 | | ↑11 |
| Mann | 152 | 56% | 39 | 17 | 24 | 20 | 44% | ↑5 | | ↑13 |
| McKinley | 224 | 59% | 32 | 27 | 25 | 17 | 41% | ↑2 | | ↑6 |
| Naples | 139 | 17% | 9 | 9 | 20 | 63 | 83% | ↓1 | | ↓2 |
| Oropeza | 245 | 60% | 40 | 20 | 21 | 18 | 40% | ↓2 | | ↑7 |
| Prisk | 253 | 21% | 9 | 12 | 28 | 52 | 79% | ↑2 | | ↑7 |
| Riley | 178 | 48% | 20 | 28 | 27 | 25 | 52% | ↓9 | | ↑4 |
| Roosevelt | 388 | 66% | 38 | 28 | 24 | 10 | 34% | ↑2 | | ↑15 |
| Signal Hill | 316 | 49% | 29 | 20 | 28 | 23 | 51% | ↓2 | | ↑8 |
| Smith | 317 | 69% | 44 | 25 | 16 | 15 | 31% | ↑- | | ↑- |
| Stevenson | 215 | 59% | 36 | 23 | 27 | 14 | 41% | ↑3 | | ↑2 |
| Twain | 211 | 48% | 27 | 21 | 30 | 21 | 52% | ↓- | | ↑3 |
| Webster | 207 | 65% | 43 | 22 | 20 | 14 | 35% | ↑3 | | ↓2 |
| Whittier | 261 | 68% | 48 | 20 | 20 | 12 | 32% | ↑7 | | ↑11 |
| Willard | 263 | 67% | 42 | 24 | 21 | 12 | 33% | ↓- | | ↑4 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|----------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| All Elementary | 11,758 | 55% | 29 | 26 | 23 | 22 | 45% | ↑1 | | ↓4 |
| Addams | 360 | 73% | 44 | 29 | 17 | 10 | 27% | ↓1 | | ↓3 |
| Alvarado | 171 | 50% | 22 | 28 | 23 | 27 | 50% | ↓1 | | ↓3 |
| Barton | 217 | 70% | 46 | 24 | 13 | 17 | 30% | ↑6 | | ↑1 |
| Birney | 236 | 60% | 34 | 26 | 22 | 18 | 40% | ↑- | | ↓5 |
| Bixby | 237 | 46% | 19 | 27 | 24 | 30 | 54% | ↓1 | | ↓2 |
| Bryant | 177 | 60% | 34 | 25 | 21 | 19 | 40% | ↑5 | | ↓1 |
| Burbank | 249 | 64% | 38 | 26 | 23 | 12 | 36% | ↑4 | | ↑6 |
| Burcham | 186 | 38% | 16 | 23 | 22 | 40 | 62% | ↑1 | | ↓2 |
| Carver | 247 | 34% | 15 | 19 | 24 | 42 | 66% | ↓4 | | ↓7 |
| Chavez | 140 | 71% | 49 | 22 | 21 | 8 | 29% | ↑8 | | ↑7 |
| Cleveland | 182 | 27% | 3 | 24 | 36 | 36 | 73% | ↓8 | | ↓11 |
| Dooley | 344 | 66% | 42 | 24 | 20 | 14 | 34% | ↑1 | | ↓6 |
| Edison | 199 | 75% | 54 | 21 | 21 | 4 | 25% | ↑3 | | ↑1 |
| Emerson | 173 | 39% | 13 | 26 | 28 | 32 | 61% | ↓7 | | ↓13 |
| Fremont | 251 | 36% | 12 | 24 | 28 | 35 | 64% | ↓11 | | ↓14 |
| Gant | 320 | 22% | 7 | 16 | 26 | 52 | 78% | ↓3 | | ↓7 |
| Garfield | 248 | 61% | 31 | 30 | 26 | 13 | 39% | ↑- | | ↓6 |
| Gompers | 186 | 53% | 27 | 26 | 28 | 19 | 47% | ↑10 | | ↑5 |
| Grant | 435 | 75% | 43 | 31 | 17 | 9 | 25% | ↓3 | | ↓12 |
| Harte | 345 | 65% | 39 | 27 | 21 | 14 | 35% | ↑- | | ↓3 |
| Henry | 377 | 40% | 15 | 25 | 29 | 31 | 60% | ↓2 | | ↓11 |
| Herrera | 312 | 68% | 36 | 33 | 24 | 8 | 32% | ↑4 | | ↑9 |
| Holmes | 167 | 46% | 19 | 27 | 26 | 28 | 54% | ↑- | | ↑4 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|--------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| Hudson | 123 | 68% | 47 | 21 | 18 | 14 | 32% | ↑1 | | ↓2 |
| Kettering | 135 | 27% | 10 | 17 | 36 | 37 | 73% | ↑1 | | - |
| King | 280 | 74% | 41 | 32 | 17 | 10 | 26% | ↑- | | ↓5 |
| Lafayette | 439 | 59% | 28 | 31 | 26 | 15 | 41% | ↑5 | | ↓- |
| Lincoln | 387 | 51% | 24 | 28 | 26 | 23 | 49% | ↑7 | | ↓4 |
| Longfellow | 450 | 46% | 19 | 27 | 24 | 29 | 54% | ↓1 | | ↑1 |
| Los Cerritos | 201 | 34% | 14 | 20 | 21 | 44 | 66% | ↑3 | | ↓8 |
| Lowell | 283 | 33% | 12 | 21 | 24 | 43 | 67% | ↓5 | | ↓10 |
| Macarthur | 144 | 40% | 17 | 22 | 31 | 30 | 60% | ↑3 | | ↓6 |
| Madison | 162 | 49% | 19 | 30 | 25 | 26 | 51% | ↑3 | | ↓8 |
| Mann | 152 | 62% | 33 | 29 | 26 | 13 | 38% | ↓- | | ↑3 |
| McKinley | 227 | 62% | 31 | 31 | 23 | 15 | 38% | ↑4 | | ↓1 |
| Naples | 139 | 24% | 7 | 17 | 27 | 50 | 76% | ↓4 | | ↓13 |
| Oropeza | 248 | 68% | 41 | 27 | 21 | 10 | 32% | ↑1 | | - |
| Prisk | 253 | 28% | 10 | 17 | 28 | 44 | 72% | ↓1 | | ↑1 |
| Riley | 178 | 46% | 21 | 25 | 29 | 25 | 54% | ↑4 | | - |
| Roosevelt | 393 | 72% | 38 | 34 | 20 | 8 | 28% | ↓3 | | ↓6 |
| Signal Hill | 318 | 54% | 25 | 29 | 22 | 24 | 46% | ↓1 | | ↓2 |
| Smith | 323 | 66% | 37 | 28 | 22 | 12 | 34% | ↑5 | | ↓3 |
| Stevenson | 222 | 66% | 34 | 32 | 21 | 13 | 34% | ↑3 | | ↓5 |
| Twain | 211 | 58% | 29 | 29 | 20 | 21 | 42% | ↑- | | ↓8 |
| Webster | 208 | 63% | 38 | 25 | 22 | 15 | 37% | ↑9 | | ↑5 |
| Whittier | 261 | 76% | 51 | 25 | 16 | 8 | 24% | ↑4 | | ↓2 |
| Willard | 262 | 73% | 39 | 34 | 19 | 8 | 27% | ↓7 | | ↓8 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|----------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | |
| All Elementary | 3,904 | 68% | 17 | 52 | 20 | 12 | 32% | ↑2 | - |
| Addams | 122 | 80% | 18 | 62 | 16 | 4 | 20% | ↑1 | - |
| Alvarado | 63 | 62% | 5 | 57 | 25 | 13 | 38% | ↓1 | - |
| Barton | 76 | 95% | 30 | 64 | 5 | | 5% | ↓3 | - |
| Birney | 76 | 75% | 18 | 57 | 17 | 8 | 25% | ↑2 | - |
| Bixby | 78 | 56% | 10 | 46 | 28 | 15 | 44% | ↑1 | - |
| Bryant | 48 | 69% | 17 | 52 | 19 | 13 | 31% | ↑8 | - |
| Burbank | 85 | 71% | 24 | 47 | 22 | 7 | 29% | ↓1 | - |
| Burcham | 64 | 53% | 11 | 42 | 22 | 25 | 47% | ↑12 | - |
| Carver | 79 | 37% | 1 | 35 | 38 | 25 | 63% | ↓8 | - |
| Chavez | 42 | 71% | 40 | 31 | 24 | 5 | 29% | ↑22 | - |
| Cleveland | 58 | 48% | 3 | 45 | 33 | 19 | 52% | ↓17 | - |
| Dooley | 115 | 81% | 27 | 54 | 15 | 4 | 19% | ↓3 | - |
| Edison | 62 | 87% | 40 | 47 | 11 | 2 | 13% | ↑2 | - |
| Emerson | 60 | 53% | 10 | 43 | 27 | 20 | 47% | ↓10 | - |
| Fremont | 83 | 33% | 4 | 29 | 39 | 29 | 67% | ↑- | - |
| Gant | 102 | 42% | 8 | 34 | 22 | 36 | 58% | ↓1 | - |
| Garfield | 93 | 76% | 18 | 58 | 19 | 4 | 24% | ↑5 | - |
| Gompers | 57 | 77% | 12 | 65 | 12 | 11 | 23% | ↓15 | - |
| Grant | 142 | 82% | 22 | 60 | 14 | 4 | 18% | ↑7 | - |
| Harte | 114 | 77% | 11 | 66 | 19 | 4 | 23% | ↑3 | - |
| Henry | 120 | 55% | 8 | 47 | 21 | 24 | 45% | ↑3 | - |
| Herrera | 86 | 86% | 23 | 63 | 9 | 5 | 14% | ↓11 | - |
| Holmes | 49 | 49% | 2 | 47 | 33 | 18 | 51% | ↑21 | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|--------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| Hudson | 42 | 83% | 36 | 48 | 12 | 5 | 17% | ↑4 | | - |
| Kettering | 45 | 47% | 2 | 44 | 31 | 22 | 53% | ↑1 | | - |
| King | 92 | 79% | 20 | 60 | 15 | 5 | 21% | ↑6 | | - |
| Lafayette | 144 | 84% | 24 | 60 | 13 | 3 | 16% | ↑1 | | - |
| Lincoln | 145 | 72% | 12 | 59 | 18 | 10 | 28% | ↑7 | | - |
| Longfellow | 138 | 50% | 8 | 42 | 25 | 25 | 50% | ↓- | | - |
| Los Cerritos | 82 | 40% | 4 | 37 | 30 | 29 | 60% | ↑15 | | - |
| Lowell | 83 | 34% | 10 | 24 | 34 | 33 | 66% | ↑5 | | - |
| Macarthur | 50 | 56% | 56 | 30 | 14 | 44% | ↑8 | | - | |
| Madison | 52 | 63% | 15 | 48 | 25 | 12 | 37% | ↓3 | | - |
| Mann | 42 | 79% | 24 | 55 | 14 | 7 | 21% | ↓1 | | - |
| McKinley | 68 | 81% | 21 | 60 | 15 | 4 | 19% | ↓3 | | - |
| Naples | 50 | 30% | 4 | 26 | 28 | 42 | 70% | ↑6 | | - |
| Oropeza | 70 | 77% | 21 | 56 | 17 | 6 | 23% | ↓3 | | - |
| Prisk | 102 | 35% | 4 | 31 | 33 | 31 | 65% | ↓5 | | - |
| Riley | 62 | 68% | 11 | 56 | 24 | 8 | 32% | ↓3 | | - |
| Roosevelt | 145 | 84% | 16 | 68 | 13 | 3 | 16% | ↑5 | | - |
| Signal Hill | 112 | 71% | 14 | 57 | 21 | 8 | 29% | ↓10 | | - |
| Smith | 109 | 92% | 35 | 57 | 6 | 3 | 8% | ↓10 | | - |
| Stevenson | 70 | 87% | 27 | 60 | 6 | 7 | 13% | ↓3 | | - |
| Twain | 64 | 72% | 19 | 53 | 23 | 5 | 28% | ↑5 | | - |
| Webster | 67 | 82% | 39 | 43 | 12 | 6 | 18% | ↑2 | | - |
| Whittier | 107 | 82% | 27 | 55 | 14 | 4 | 18% | ↑6 | | - |
| Willard | 89 | 87% | 19 | 67 | 11 | 2 | 13% | ↓7 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| All Middle | 11,560 | 49% | 26 | 23 | 32 | 19 | 51% | ↑3 | | ↑3 |
| Bancroft | 773 | 42% | 20 | 23 | 36 | 22 | 58% | ↑5 | | ↑4 |
| Franklin | 931 | 66% | 41 | 24 | 25 | 10 | 34% | ↓- | | ↓1 |
| Hamilton | 694 | 61% | 32 | 29 | 29 | 11 | 39% | ↑2 | | ↑6 |
| Hoover | 477 | 57% | 31 | 26 | 29 | 13 | 43% | ↓2 | | ↓3 |
| Hughes | 1,162 | 45% | 23 | 22 | 31 | 24 | 55% | ↑6 | | ↑4 |
| IVA | 65 | 34% | 14 | 20 | 35 | 31 | 66% | ↑66 | | - |
| Jefferson | 988 | 44% | 23 | 21 | 36 | 20 | 56% | ↑5 | | ↑10 |
| Keller | 507 | 31% | 10 | 21 | 39 | 30 | 69% | ↑4 | | ↑3 |
| Lindbergh | 408 | 65% | 37 | 28 | 27 | 8 | 35% | ↑1 | | ↑3 |
| Lindsey | 664 | 63% | 35 | 28 | 29 | 8 | 37% | ↑2 | | ↓- |
| Marshall | 929 | 38% | 18 | 20 | 35 | 27 | 62% | ↓1 | | - |
| Nelson | 776 | 64% | 36 | 28 | 24 | 12 | 36% | ↑3 | | ↓2 |
| Rogers | 747 | 29% | 14 | 16 | 36 | 35 | 71% | ↑5 | | ↑4 |
| Stanford | 1,109 | 32% | 14 | 18 | 36 | 32 | 68% | ↓- | | ↓- |
| Stephens | 623 | 47% | 22 | 24 | 36 | 18 | 53% | ↓1 | | ↑11 |
| Washington | 772 | 67% | 41 | 27 | 26 | 6 | 33% | ↑3 | | ↑3 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| All Middle | 11,563 | 65% | 40 | 25 | 17 | 18 | 35% | ↑2 | | ↑- |
| Bancroft | 766 | 59% | 31 | 28 | 21 | 20 | 41% | ↑5 | | ↑1 |
| Franklin | 939 | 78% | 55 | 22 | 13 | 10 | 22% | ↑3 | | ↑1 |
| Hamilton | 691 | 86% | 62 | 24 | 9 | 4 | 14% | ↑1 | | ↓1 |
| Hoover | 475 | 72% | 47 | 25 | 13 | 15 | 28% | ↑4 | | ↓2 |
| Hughes | 1,158 | 58% | 34 | 23 | 17 | 25 | 42% | ↓1 | | ↓1 |
| IVA | 65 | 49% | 26 | 23 | 17 | 34 | 51% | ↑51 | | - |
| Jefferson | 990 | 70% | 44 | 26 | 16 | 14 | 30% | ↑1 | | ↑1 |
| Keller | 507 | 49% | 17 | 32 | 24 | 27 | 51% | ↓2 | | ↓1 |
| Lindbergh | 414 | 77% | 48 | 29 | 16 | 7 | 23% | ↑4 | | ↑3 |
| Lindsey | 663 | 79% | 54 | 25 | 13 | 8 | 21% | ↑6 | | ↑- |
| Marshall | 923 | 51% | 28 | 24 | 22 | 26 | 49% | ↑3 | | ↑1 |
| Nelson | 768 | 77% | 50 | 27 | 13 | 10 | 23% | ↑3 | | ↓3 |
| Rogers | 744 | 49% | 25 | 23 | 22 | 30 | 51% | ↑1 | | ↓3 |
| Stanford | 1,107 | 46% | 22 | 23 | 23 | 31 | 54% | ↑1 | | ↑1 |
| Stephens | 628 | 65% | 39 | 26 | 19 | 16 | 35% | ↑3 | | ↑5 |
| Washington | 790 | 83% | 59 | 25 | 11 | 6 | 17% | ↑1 | | ↑1 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|------------|--------|------------------------------|---------|------------|-----|----------|--------------|-------------|-------------|-----------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| All Middle | 3,859 | 72% | 15 | 58 | 19 | 8 | 28% | ↑3 | | - |
| Bancroft | 254 | 68% | 11 | 57 | 24 | 8 | 32% | ↑5 | | - |
| Franklin | 332 | 83% | 23 | 61 | 13 | 4 | 17% | ↑1 | | - |
| Hamilton | 237 | 86% | 23 | 62 | 12 | 3 | 14% | ↓1 | | - |
| Hoover | 152 | 81% | 22 | 59 | 15 | 4 | 19% | ↑6 | | - |
| Hughes | 389 | 65% | 10 | 55 | 25 | 10 | 35% | ↑- | | - |
| IVA | 64 | 50% | 13 | 38 | 33 | 17 | 50% | - | | - |
| Jefferson | 336 | 74% | 17 | 57 | 21 | 5 | 26% | ↑2 | | - |
| Keller | 153 | 60% | 3 | 57 | 23 | 17 | 40% | ↑2 | | - |
| Lindbergh | 125 | 82% | 18 | 63 | 16 | 2 | 18% | ↑5 | | - |
| Lindsey | 225 | 84% | 18 | 66 | 11 | 4 | 16% | ↑7 | | - |
| Marshall | 315 | 62% | 9 | 53 | 26 | 12 | 38% | ↑6 | | - |
| Nelson | 248 | 76% | 15 | 60 | 18 | 6 | 24% | ↑6 | | - |
| Rogers | 250 | 48% | 7 | 41 | 28 | 24 | 52% | ↓5 | | - |
| Stanford | 362 | 59% | 7 | 52 | 27 | 14 | 41% | ↑5 | | - |
| Stephens | 205 | 80% | 16 | 64 | 15 | 5 | 20% | ↑5 | | - |
| Washington | 276 | 91% | 27 | 64 | 9 | | 9% | ↓1 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|-----------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| All K-8 | 3,576 | 44% | 25 | 20 | 27 | 29 | 56% | ↑4 | | ↑3 |
| Avalon | 205 | 81% | 56 | 25 | 16 | 3 | 19% | ↓5 | | ↓6 |
| Cubberley | 641 | 29% | 15 | 15 | 27 | 43 | 71% | ↑2 | | ↓2 |
| Muir | 626 | 53% | 34 | 20 | 27 | 20 | 47% | ↑6 | | ↑8 |
| Newcomb | 551 | 19% | 5 | 14 | 31 | 50 | 81% | ↑2 | | ↑5 |
| Powell | 496 | 63% | 35 | 28 | 24 | 13 | 37% | ↑4 | | ↑5 |
| Robinson | 509 | 67% | 40 | 27 | 23 | 10 | 33% | ↑4 | | ↑5 |
| Tincher | 545 | 26% | 10 | 16 | 31 | 43 | 74% | ↑1 | | ↑2 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|-----------|--------|------------------------------|---------|------------|--------------|--------------|-------------|-------------|-----------------|----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met Exceeded | Met+Exceeded | | | | |
| All K-8 | 3,573 | 54% | 31 | 23 | 20 | 25 | 46% | ↑4 | | ↑- |
| Avalon | 198 | 88% | 63 | 26 | 7 | 5 | 12% | ↓1 | | ↓2 |
| Cubberley | 637 | 43% | 21 | 22 | 21 | 36 | 57% | ↑2 | | ↓5 |
| Muir | 623 | 64% | 37 | 26 | 20 | 16 | 36% | ↑2 | | ↓1 |
| Newcomb | 551 | 26% | 8 | 19 | 28 | 46 | 74% | ↑4 | | ↑4 |
| Powell | 497 | 70% | 46 | 25 | 18 | 12 | 30% | ↑4 | | ↑1 |
| Robinson | 519 | 76% | 49 | 27 | 14 | 10 | 24% | ↑5 | | ↑4 |
| Tincher | 546 | 37% | 16 | 21 | 25 | 38 | 63% | ↑2 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|-----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| All K-8 | 1,218 | 65% | 14 | 51 | 23 | 13 | 35% | ↑3 | | - |
| Avalon | 88 | 89% | 40 | 49 | 11 | | 11% | ↑1 | | - |
| Cubberley | 214 | 50% | 12 | 38 | 27 | 23 | 50% | ↑2 | | - |
| Muir | 202 | 71% | 16 | 55 | 24 | 4 | 29% | ↑6 | | - |
| Newcomb | 171 | 38% | | 37 | 31 | 31 | 62% | ↓4 | | - |
| Powell | 183 | 83% | 19 | 64 | 14 | 3 | 17% | ↑1 | | - |
| Robinson | 176 | 84% | 19 | 65 | 14 | 2 | 16% | ↑3 | | - |
| Tincher | 184 | 52% | 5 | 47 | 30 | 17 | 48% | ↑4 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|-------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| All High | 4,565 | 46% | 25 | 21 | 29 | 25 | 54% | ↑2 | | ↑4 |
| Browning | 71 | 56% | 35 | 21 | 27 | 17 | 44% | ↑23 | | ↑8 |
| Cabrillo | 321 | 61% | 32 | 29 | 28 | 12 | 39% | ↑- | | ↑14 |
| CAMS | 157 | 1% | 1 | 13 | 85 | 99% | 83% | ↑1 | | ↑1 |
| EPHS | 150 | 81% | 55 | 26 | 16 | 3 | 19% | ↓1 | | ↑5 |
| Jordan | 509 | 69% | 41 | 28 | 22 | 9 | 31% | ↓3 | | ↓3 |
| Lakewood | 515 | 49% | 21 | 28 | 34 | 18 | 51% | ↑1 | | ↑8 |
| McBride | 164 | 17% | 3 | 14 | 37 | 46 | 83% | ↑5 | | ↑11 |
| Millikan | 781 | 39% | 21 | 18 | 31 | 30 | 61% | ↓- | | ↓2 |
| Polytechnic | 925 | 43% | 22 | 22 | 33 | 24 | 57% | ↑4 | | ↑9 |
| Reid | 30 | 100% | 73 | 27 | | | 0% | ↓8 | | ↓23 |
| Renaissance | 92 | 33% | 13 | 20 | 32 | 36 | 67% | ↓5 | | ↑1 |
| Sato | 112 | 9% | 9 | 16 | 75 | 91% | 91% | ↓3 | | ↓4 |
| Wilson | 738 | 45% | 26 | 20 | 30 | 25 | 55% | ↑7 | | ↑1 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort | |
|-------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| All High | 4,556 | 73% | 50 | 23 | 16 | 11 | 27% | ↑3 | | ↓7 | |
| Browning | 72 | 83% | 68 | 15 | 11 | 6 | 17% | ↑4 | | ↑5 | |
| Cabrillo | 320 | 91% | 74 | 16 | 7 | 3 | 9% | ↑- | | ↓3 | |
| CAMS | 157 | 5% | | 4 | 19 | | 76 | 95% | ↑1 | | ↓1 |
| EPHS | 141 | 85% | 71 | 14 | 11 | 4 | 15% | ↑9 | | ↑12 | |
| Jordan | 513 | 86% | 66 | 20 | 11 | 4 | 14% | ↑6 | | ↓5 | |
| Lakewood | 521 | 84% | 53 | 30 | 12 | 4 | 16% | ↑5 | | ↓4 | |
| McBride | 164 | 55% | 25 | 30 | 26 | 20 | 45% | ↑- | | ↓15 | |
| Millikan | 789 | 66% | 38 | 28 | 23 | 11 | 34% | ↑2 | | ↓11 | |
| Polytechnic | 919 | 75% | 51 | 24 | 15 | 10 | 25% | ↓1 | | ↓6 | |
| Reid | 30 | 100% | 100 | | | | 0% | - | | - | |
| Renaissance | 91 | 66% | 42 | 24 | 18 | 16 | 34% | ↑22 | | ↓10 | |
| Sato | 112 | 14% | | 3 | 12 | 32 | 54 | 86% | ↑15 | | ↑6 |
| Wilson | 727 | 80% | 57 | 23 | 15 | 6 | 20% | ↑5 | | ↓15 | |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|-------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| All High | 4,336 | 76% | 15 | 62 | 18 | 6 | 24% | ↑- | - | |
| Browning | 48 | 96% | 21 | 75 | 2 | 2 | 4% | ↓2 | - | |
| Cabrillo | 328 | 93% | 22 | 71 | 7 | | 7% | ↓1 | - | |
| CAMS | 169 | | | 13 | 38 | 49 | 87% | ↑3 | - | |
| EPHS | 98 | 91% | 22 | 68 | 8 | 1 | 9% | ↑1 | - | |
| Jordan | 468 | 92% | 22 | 69 | 8 | | 8% | ↑2 | - | |
| Lakewood | 478 | 85% | 21 | 64 | 14 | 1 | 15% | ↓- | - | |
| McBride | 168 | 53% | 5 | 48 | 35 | 13 | 47% | ↑19 | - | |
| Millikan | 775 | 69% | 10 | 59 | 24 | 7 | 31% | ↓2 | - | |
| Polytechnic | 929 | 75% | 12 | 63 | 19 | 6 | 25% | ↓2 | - | |
| Reid | 37 | 95% | 35 | 59 | 5 | | 5% | ↑2 | - | |
| Renaissance | 74 | 85% | 15 | 70 | 14 | 1 | 15% | ↑3 | - | |
| Sato | 112 | | | 37% | 36 | 38 | 25 | 63% | ↑19 | - |
| Wilson | 652 | 83% | 14 | 69 | 14 | 3 | 17% | ↓8 | - | |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort |
|----------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg |
| District (998) | 3 | 0% | | 33 | 67 | 100% | ↑33 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

All


| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort |
|----------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg |
| District (998) | 2 | 0% | | 50 | 50 | 100% | ↑67 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/17/26

All


| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | |
|----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|---|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| District | 31,396 | 48% | 27 | 22 | 28 | 24 | 52% | ↑2 |  | ↑4 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/17/26

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | |
|----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|---|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| District | 31,450 | 62% | 36 | 25 | 19 | 19 | 38% | ↑2 |  | ↓2 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/17/26

All

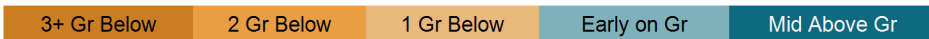
| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| District | 13,317 | 72% | 15 | 57 | 19 | 9 | 28% | ↑2 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

i-Ready Math Overall Relative Placement School Data by Subgroup Webster 2024-2025



Legend



| Category | | Diagnostic Window | # Students | Percent by Category | | | | | |
|----------------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|----|
| All Students | 338 | 3 | 338 | 5 | 15 | 48 | 19 | 13 | |
| Grade | Gr. 01 | 3 | 52 | 12 | 77 | 8 | 4 | | |
| | Gr. 02 | 3 | 70 | | 19 | 44 | 24 | 13 | |
| | Gr. 03 | 3 | 73 | 1 | 19 | 44 | 16 | 19 | |
| | Gr. 04 | 3 | 70 | | 6 | 9 | 46 | 21 | 19 |
| | Gr. 05 | 3 | 68 | | 19 | 18 | 37 | 21 | 6 |
| Ethnicity | African American | 3 | 49 | 14 | 16 | 51 | 12 | 6 | |
| | Hispanic | 3 | 253 | 4 | 16 | 48 | 19 | 13 | |
| Gender | Female | 3 | 170 | 5 | 17 | 51 | 18 | 9 | |
| | Male | 3 | 168 | | 6 | 13 | 45 | 20 | 16 |
| Special Populations | Low SES | 3 | 255 | 7 | 18 | 49 | 17 | 9 | |
| | ELL | 3 | 80 | 6 | 21 | 50 | 16 | 6 | |
| | EL + RFEP | 3 | 98 | 5 | 18 | 48 | 17 | 11 | |
| | Special Ed. | 3 | 45 | 18 | 27 | 33 | 9 | 13 | |
| | Spec Ed. Speech/RSP | 3 | 25 | 24 | 36 | 32 | 4 | 4 | |
| | GATE/Excel | 3 | 56 | | | | 2 | 13 | 25 |

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Webster 2024-2025

**Legend**

3+ Gr Below

2 Gr Below

1 Gr Below

Early on Gr

Mid Above Gr

| Category | | Diagnostic Window | # Students | Percent by Category | | | | |
|----------------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|
| All Students | 223 | 3 | 223 | 14 | 15 | 36 | 16 | 18 |
| Grade | Gr. 03 | 3 | 76 | 12 | 13 | 28 | 24 | 24 |
| | Gr. 04 | 3 | 70 | 9 | 4 | 54 | 11 | 21 |
| | Gr. 05 | 3 | 68 | 24 | 26 | 26 | 12 | 12 |
| Ethnicity | African American | 3 | 41 | 20 | 24 | 37 | 7 | 12 |
| | Hispanic | 3 | 158 | 14 | 13 | 38 | 16 | 18 |
| Gender | Female | 3 | 108 | 13 | 17 | 38 | 18 | 15 |
| | Male | 3 | 115 | 15 | 14 | 35 | 15 | 22 |
| Special Populations | Low SES | 3 | 173 | 16 | 18 | 39 | 16 | 12 |
| | ELL | 3 | 47 | 26 | 23 | 32 | 17 | 2 |
| | EL + RFEP | 3 | 61 | 20 | 18 | 28 | 21 | 13 |
| | Special Ed. | 3 | 42 | 38 | 21 | 29 | 7 | 5 |
| | Spec Ed. Speech/RSP | 3 | 21 | 48 | 19 | 29 | 5 | |
| | GATE/Excel | 3 | 47 | | | 2 | 19 | 17 |

The percentages may not equal 100% due to rounding.

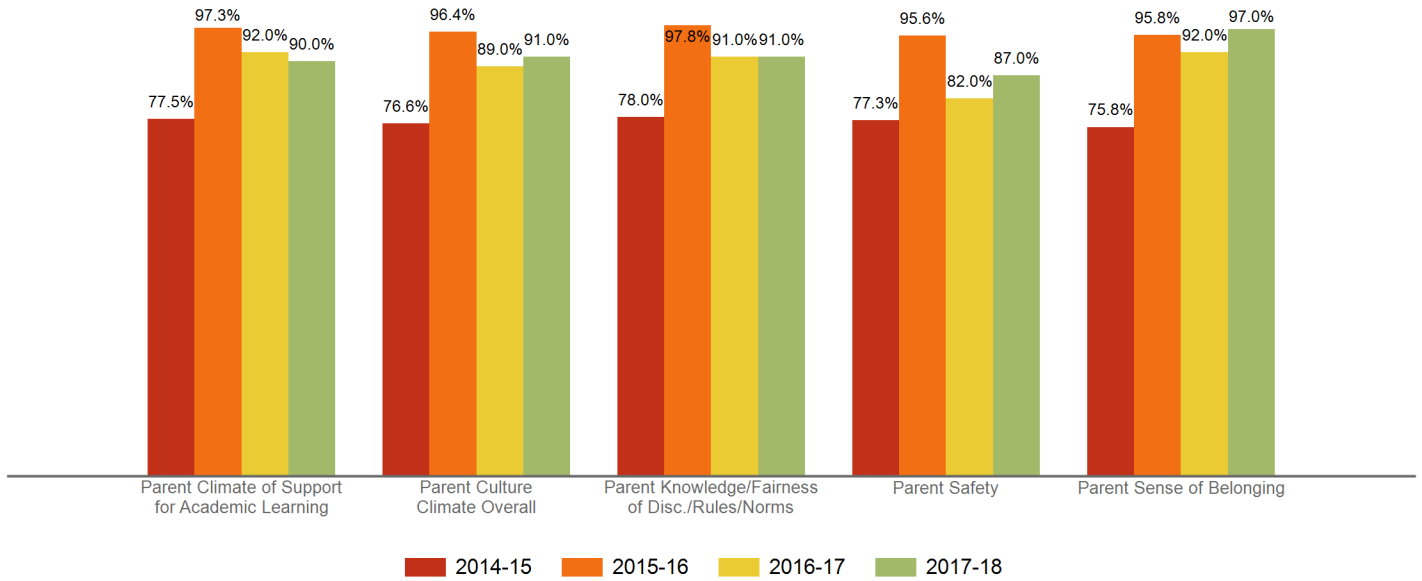
Report Name: Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 3/17/2026

Culture-Climate Survey (Parent)

School Year: 24-25

| Goals | |
|-----------------------|---|
| Area | Description |
| Culture/Climate Goals | PBIS work at the school is in year three and will meet regularly to complete and enact year two activities to benefit the school with the goals of improving the culture/climate of the school and specifically the areas of Safety as indicated by the CORE survey results. We were recognized by the state as a PBIS Bronze school and are still learning. As a site, we are learning and implementing Sanford Harmony as an SEL curriculum and have a team that has begun Restorative Justice training. We will track student progress on PULSE surveys in September and January, identifying areas for growth with the end goal of seeing a 5% or greater rise in Safety and 1% increase on the other SEL areas of the CORE survey in Feb./March. Since our Filipino students dropped here, we are looking to see double these goals for our Filipino students. |

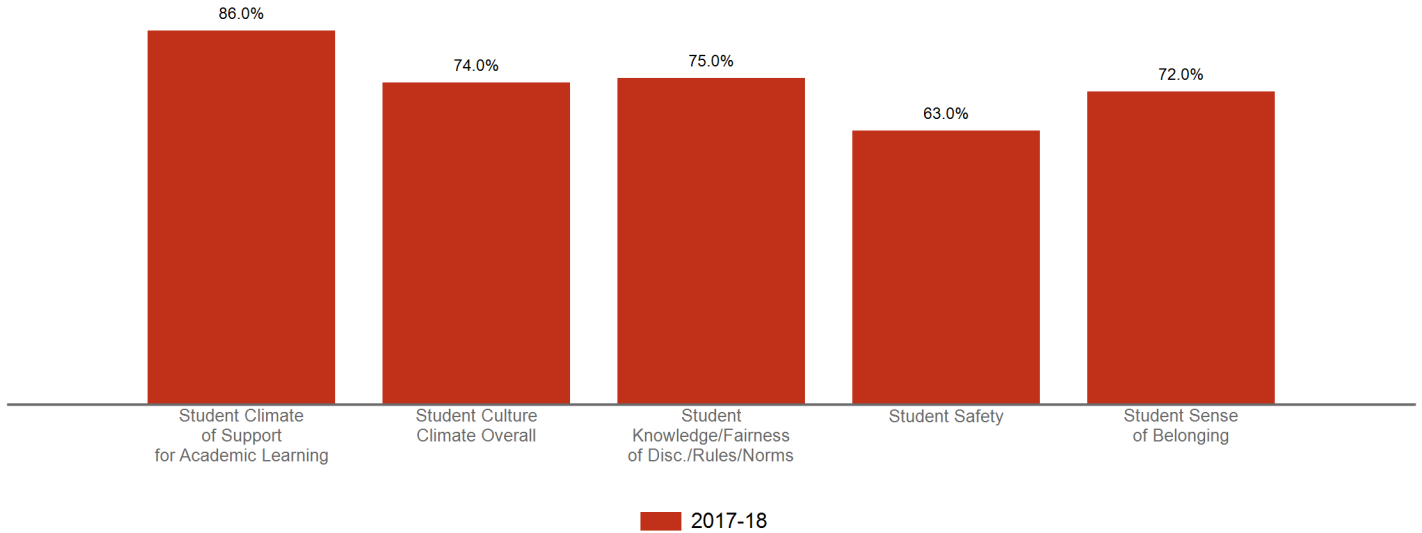


| Budgeted Items | | | |
|----------------|--|------|---------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Materials and tools (including Canva and Smore subscriptions) to improve communication for all meeting and events. | | Materials |
| | Teacher hourly to support curriculum family nights | | Teacher Hourly Extra Comp |
| 2 | Funding to provide guest speakers to engage our African American families at our Sankofa meetings. | | Services |
| | The first 50% of this position, funded by the district, will focus on SEL, family engagement, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps and support for our 4/5 DI combo class. We will especially focus on our two student groups needing the most support, African Americans and ELs. | | Program Facilitator |
| 3 | Materials to support with parent communication regarding school events. This can include, but is not limited to copy paper, colored paper, ink, posters, markers, etc. | | Materials |
| 4 | Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement. | | Hourly - Recreation Aide |
| 5 | Purchase additional diverse literature for reading supplemental materials. | | Materials |
| | Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. | | Hourly - Recreation Aide |
| Total | | | |

Culture-Climate Survey (Student-Staff)

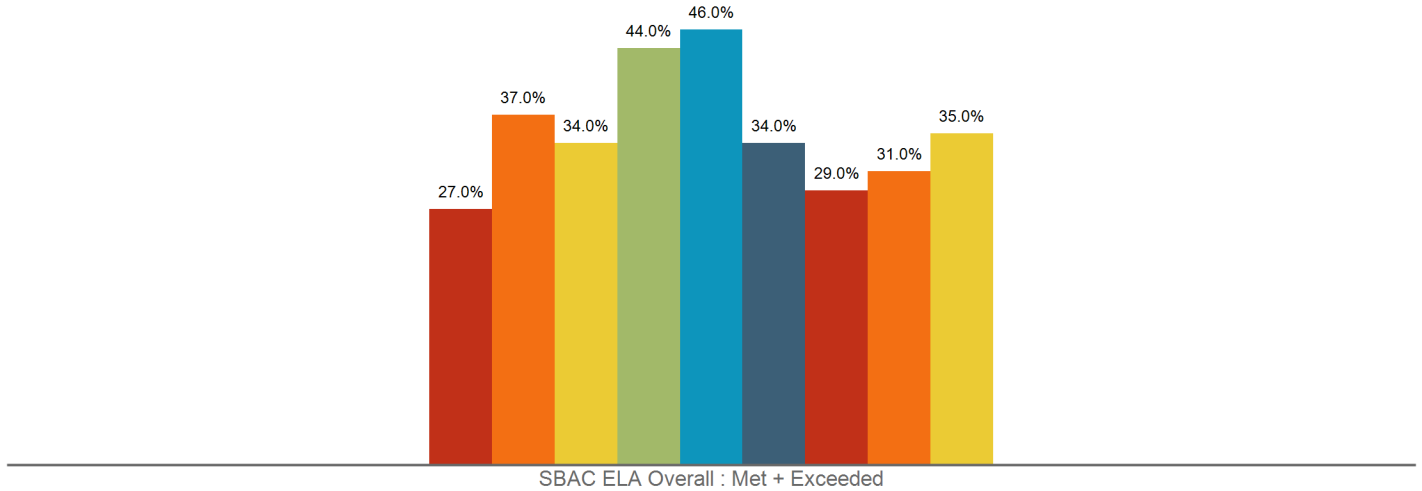
School Year: 24-25

| Goals | |
|-----------------------|---|
| Area | Description |
| Culture/Climate Goals | PBIS work at the school is in year three and will meet regularly to complete and enact year two activities to benefit the school with the goals of improving the culture/climate of the school and specifically the areas of Safety as indicated by the CORE survey results. We were recognized by the state as a PBIS Bronze school and are still learning. As a site, we are learning and implementing Sanford Harmony as an SEL curriculum and have a team that has begun Restorative Justice training. We will track student progress on PULSE surveys in September and January, identifying areas for growth with the end goal of seeing a 5% or greater rise in Safety and 1% increase on the other SEL areas of the CORE survey in Feb./March. Since our Filipino students dropped here, we are looking to see double these goals for our Filipino students. |



| Budgeted Items | | | |
|----------------|--|------|-----------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Teacher Professional Development to include grade level and cross grade level articulation. Teachers/ grade levels will receive PD including SGI, CGI, and collective teacher efficacy, with the expectation that they will implement their new learning in their classrooms. | | Substitute teacher full day |
| 2 | Dual Immersion Professional Development to include curriculum PD, program goalsetting, and collaboration (collective teacher efficacy). DI teachers and teams will participate in various PD including collective teacher efficacy. This could also be a sub. day to attend a conference. | | Substitute teacher full day |
| | The first 50% of this position, funded by the district, will focus on SEL, family engagement, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps and support for our 4/5 DI combo class. We will especially focus on our two student groups needing the most support, African Americans and ELs. | | Program Facilitator |
| 3 | Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall take place in our garden space on campus. The expense we are paying is for instruction/education. The company has a grant for their non-educational expenses. | | Services |
| 4 | Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/wildcat den setting to be used as an opportunity for student to learn and practice positive interactions with peers through structured and supervised games and activities. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self management, and friendship building. Also, SEL supplies for calmdown/sensory corners for our classrooms. | | Materials |
| 5 | Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. | | Hourly - Recreation Aide |
| Total | | | |

| Goals | |
|-----------|---|
| Area | Description |
| ELA Goals | By getting to know students better through standard-based, culturally relevant lessons, teachers will uncover and expand every students assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. When combined with a focus on student engagement, students will demonstrate one year of reading growth as indicated in i-Ready assessments. Progress will be monitored during scheduled data check-ins and analysis throughout the year. We will look for our groups who are comparatively lower to grow by more than one year; these would be our African Americans, Filipinos, and Students with Disabilities |



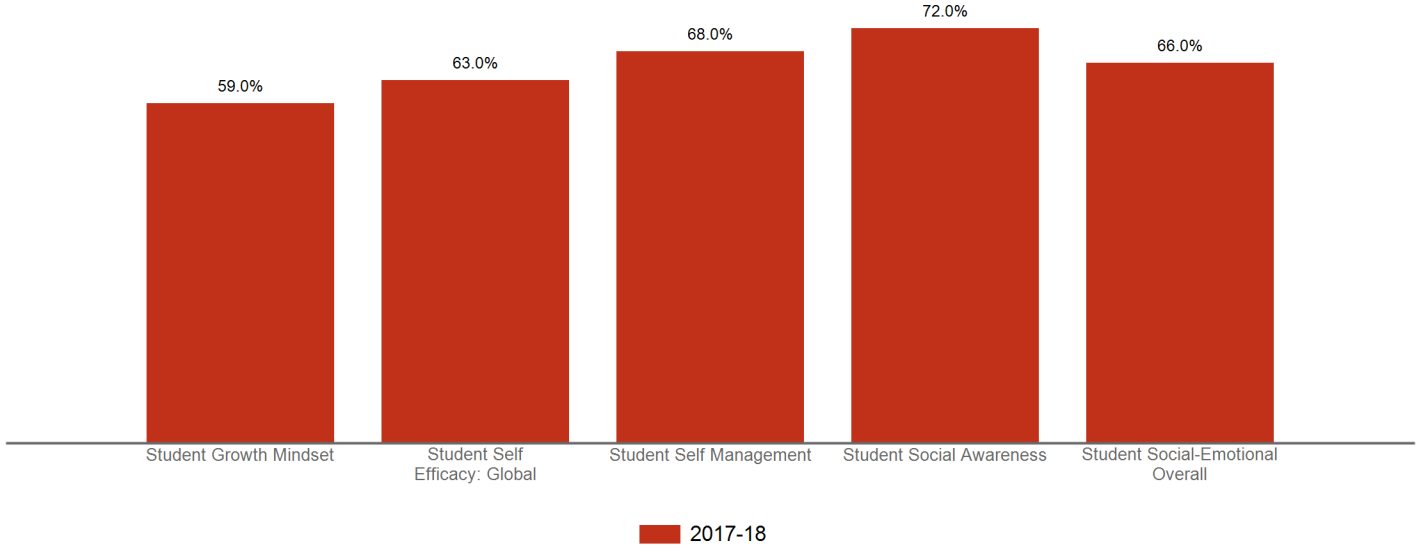
■ 2014-15
 ■ 2015-16
 ■ 2016-17
 ■ 2017-18
 ■ 2018-19
 ■ 2021-22
 ■ 2022-23
 ■ 2023-24
 ■ 2024-25

| Budgeted Items | | | |
|----------------|--|------|-------------------|
| Line Number | Description | Cost | Personnel Summary |
| 2 | Materials and individual tech licenses to support the use of technology (to include, but not limited to RaZ readers, headphones, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners. | | Materials |
| 3 | New leveled reader text sets to support small group instruction and intervention in reading | | Materials |
| Total | | | |

SEL Survey

School Year: 24-25

| Goals | |
|-----------------------|---|
| Area | Description |
| Culture/Climate Goals | PBIS work at the school is in year three and will meet regularly to complete and enact year two activities to benefit the school with the goals of improving the culture/climate of the school and specifically the areas of Safety as indicated by the CORE survey results. We were recognized by the state as a PBIS Bronze school and are still learning. As a site, we are learning and implementing Sanford Harmony as an SEL curriculum and have a team that has begun Restorative Justice training. We will track student progress on PULSE surveys in September and January, identifying areas for growth with the end goal of seeing a 5% or greater rise in Safety and 1% increase on the other SEL areas of the CORE survey in Feb./March. Since our Filipino students dropped here, we are looking to see double these goals for our Filipino students. |



| Budgeted Items | | | |
|----------------|--|------|-----------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade. Assistance with attendance follow-up also. | | Nurse Inspector |
| 3 | Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/ grade levels will receive PD that may include LACOE PBIS, Harmony, ASPIRE, Restorative Justice, and NCI with the expectation that they will implement their new learning in their classrooms. | | Substitute teacher full day |
| 4 | Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement. | | Hourly - Recreation Aide |
| | Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/wildcat den setting to be used as an opportunity for student to learn and practice positive interactions with peers through structured and supervised games and activities. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self management, and friendship building. Also, SEL supplies for calmdown/sensory corners for our classrooms. | | Materials |
| 5 | Purchase additional diverse literature for reading supplemental materials. | | Materials |
| Total | | | |

African-American

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|------------------|-------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Materials and tools (including Canva and Smore subscriptions) to improve communication for all meeting and events. | \$1,000 | |
| | Teacher hourly to support curriculum family nights | \$2,430 | |
| | Teacher Professional Development to include grade level and cross grade level articulation. Teachers/ grade levels will receive PD including SGI, CGI, and collective teacher efficacy, with the expectation that they will implement thier new learning in their classrooms. | \$17,048 | |
| | The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade. Assistance with attendance follow-up also. | \$59,555 | |
| 2 | Dual Immersion Professional Development to include curriculum PD, program goalsetting, and collaboration (collective teacher efficacy). DI teacherse and teams be will participate in various PD including collectice teacher efficacy. This could also be a sub. day to attend a conference. | \$11,365 | |
| | Funding to provide guest speakers to engage our African American families at our Sankofa meetings. | \$500 | |
| | Materials and individual tech licenses to support the use of technology (to include, but not limited to RaZ readers, headphoes, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners. | \$3,000 | Materials |
| | The first 50% of this position, funded by the district, will focus on SEL, family engagment, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps and support for our 4/5 DI combo class. We will especially focus on our two student groups needing the most support, African Americans and ELs. | \$90,298 | |
| 3 | Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall take place in our garden space on campus. The expense we are paying is for instruction/education. The company has a grant for their non-educational expenses. | \$9,750 | |
| | Materials to support with parent communication regarding school events. This can include, but is not limited to copy paper, colored paper, ink, posters, markers, etc. | \$500 | |
| | New leveled reader text sets to support small group instruction and intervention in reading | \$3,000 | Materials |
| | Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/ grade levels will receive PD that may include LACOE PBIS, Harmony, ASPIRE, Restorativie Justice, and NCI with the expectation that they will implement their new learning in their classrooms. | \$24,895 | |
| 4 | Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement. | \$5,916 | |
| | Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/wildcat den setting to be used as an opportuntiy for student to learn and practice positive interactions with peers through structured and supervised games and activites. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self manamgent, and friendship building. Also, SEL supplies for calmdown/sensory corners for our classrooms. | \$2,000 | |
| 5 | Purchase additional diverse literature for reading supplemental materials. | \$1,400 | |
| | Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. | \$60,102 | |
| Total | | \$292,759 | |

All Parents School Year: 24-25

| Budgeted Items | | | |
|----------------|---|------------------|-------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Materials and tools (including Canva and Smore subscriptions) to improve communication for all meeting and events. | \$1,000 | |
| | Teacher hourly to support curriculum family nights | \$2,430 | |
| | Teacher Professional Development to include grade level and cross grade level articulation. Teachers/ grade levels will receive PD including SGI, CGI, and collectice teacher efficacy, with the expectation that they will implement thier new learning in their classrooms. | \$17,048 | |
| | The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade. Assistance with attendance follow-up also. | \$59,555 | |
| 2 | Dual Immersion Professional Development to include curriculum PD, program goalsetting, and collaboration (collective teacher efficacy). DI teacherse and teams be will participate in various PD including collectice teacher efficacy. This could also be a sub. day to attend a conference. | \$11,365 | |
| | Funding to provide guest speakers to engage our African American families at our Sankofa meetings. | \$500 | |
| | Materials and individaul tech licenses to support the use of technology (to include, but not limited to RaZ readers, headphoes, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners. | \$3,000 | Materials |
| | The first 50% of this position, funded by the district, will focus on SEL, family engagement, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps and support for our 4/5 DI combo class. We will especially focus on our two student groups needing the most support, African Americans and ELs. | \$90,298 | |
| 3 | Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall take place in our garden space on campus. The expense we are paying is for instruction/education. The company has a grant for their non-educational expenses. | \$9,750 | |
| | Materials to support with parent communication regarding school events. This can include, but is not limited to copy paper, colored paper, ink, posters, markers, etc. | \$500 | |
| | New leveled reader text sets to support small group instruction and intervention in reading | \$3,000 | Materials |
| | Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/ grade levels will receive PD that may include LACOE PBIS, Harmony, ASPIRE, Restoratvie Justice, and NCI with the expectation that they will implement their new learning in their classrooms. | \$24,895 | |
| 4 | Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement. | \$5,916 | |
| | Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/wildcat den setting to be used as an oportuntiy for student to learn and practice positive interactions with peers through structured and supervised games and activites. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self manamgent, and friendship building. Also, SEL supplies for calmdown/sensory corners for our classrooms. | \$2,000 | |
| 5 | Purchase additional diverse literature for reading supplemental materials. | \$1,400 | |
| | Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. | \$60,102 | |
| Total | | \$292,759 | |

| Budgeted Items | | | |
|----------------|---|------------------|-------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Materials and tools (including Canva and Smore subscriptions) to improve communication for all meeting and events. | \$1,000 | |
| | Teacher hourly to support curriculum family nights | \$2,430 | |
| | Teacher Professional Development to include grade level and cross grade level articulation. Teachers/ grade levels will receive PD including SGI, CGI, and collective teacher efficacy, with the expectation that they will implement thier new learning in their classrooms. | \$17,048 | |
| | The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade. Assistance with attendance follow-up also. | \$59,555 | |
| 2 | Dual Immersion Professional Development to include curriculum PD, program goalsetting, and collaboration (collective teacher efficacy). DI teacherse and teams be will participate in various PD including collectice teacher efficacy. This could also be a sub. day to attend a conference. | \$11,365 | |
| | Funding to provide guest speakers to engage our African American families at our Sankofa meetings. | \$500 | |
| | Materials and individaul tech licenses to support the use of technology (to include, but not limited to RaZ readers, headphoes, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners. | \$3,000 | Materials |
| | The first 50% of this position, funded by the district, will focus on SEL, family engagement, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps and support for our 4/5 DI combo class. We will especially focus on our two student groups needing the most support, African Americans and ELs. | \$90,298 | |
| 3 | Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall take place in our garden space on campus. The expense we are paying is for instruction/education. The company has a grant for their non-educational expenses. | \$9,750 | |
| | Materials to support with parent communication regarding school events. This can include, but is not limited to copy paper, colored paper, ink, posters, markers, etc. | \$500 | |
| | New leveled reader text sets to support small group instruction and intervention in reading | \$3,000 | Materials |
| | Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/ grade levels will receive PD that may include LACOE PBIS, Harmony, ASPIRE, Restoratvie Justice, and NCI with the expectation that they will implement their new learning in their classrooms. | \$24,895 | |
| 4 | Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement. | \$5,916 | |
| | Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/wildcat den setting to be used as an oportuntiy for student to learn and practice positive interactions with peers through structured and supervised games and activites. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self manamgent, and friendship building. Also, SEL supplies for calmdown/sensory corners for our classrooms. | \$2,000 | |
| 5 | Purchase additional diverse literature for reading supplemental materials. | \$1,400 | |
| | Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. | \$60,102 | |
| Total | | \$292,759 | |

English Learners

School Year: 24-25

| Budgeted Items | | | |
|----------------|---|------------------|-------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Materials and tools (including Canva and Smore subscriptions) to improve communication for all meeting and events. | \$1,000 | |
| | Teacher hourly to support curriculum family nights | \$2,430 | |
| | Teacher Professional Development to include grade level and cross grade level articulation. Teachers/ grade levels will receive PD including SGI, CGI, and collective teacher efficacy, with the expectation that they will implement thier new learning in their classrooms. | \$17,048 | |
| | The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade. Assistance with attendance follow-up also. | \$59,555 | |
| 2 | Dual Immersion Professional Development to include curriculum PD, program goalsetting, and collaboration (collective teacher efficacy). DI teacherse and teams be will participate in various PD including collective teacher efficacy. This could also be a sub. day to attend a conference. | \$11,365 | |
| | Funding to provide guest speakers to engage our African American families at our Sankofa meetings. | \$500 | |
| | Materials and individaul tech licenses to support the use of technology (to include, but not limited to RaZ readers, headphoes, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners. | \$3,000 | Materials |
| | The first 50% of this position, funded by the district, will focus on SEL, family engagement, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps and support for our 4/5 DI combo class. We will especially focus on our two student groups needing the most support, African Americans and ELs. | \$90,298 | |
| | Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall take place in our garden space on campus. The expense we are paying is for instruction/education. The company has a grant for their non-educational expenses. | \$9,750 | |
| 3 | Materials to support with parent communication regarding school events. This can include, but is not limited to copy paper, colored paper, ink, posters, markers, etc. | \$500 | |
| | New leveled reader text sets to support small group instruction and intervention in reading | \$3,000 | Materials |
| | Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/ grade levels will receive PD that may include LACOE PBIS, Harmony, ASPIRE, Restoratvie Justice, and NCI with the expectation that they will implement their new learning in their classrooms. | \$24,895 | |
| | Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement. | \$5,916 | |
| 4 | Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/wildcat den setting to be used as an oportuntiy for student to learn and practice positive interactions with peers through structured and supervised games and activites. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self manamgent, and friendship building. Also, SEL supplies for calmdown/sensory corners for our classrooms. | \$2,000 | |
| | Purchase additional diverse literature for reading supplemental materials. | \$1,400 | |
| 5 | Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. | \$60,102 | |
| | Total | \$292,759 | |

Low SES
School Year: 24-25

| Budgeted Items | | | |
|----------------|---|------------------|-------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Materials and tools (including Canva and Smore subscriptions) to improve communication for all meeting and events. | \$1,000 | |
| | Teacher hourly to support curriculum family nights | \$2,430 | |
| | Teacher Professional Development to include grade level and cross grade level articulation. Teachers/ grade levels will receive PD including SGI, CGI, and collectice teacher efficacy, with the expectation that they will implement thier new learning in their classrooms. | \$17,048 | |
| | The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade. Assistance with attendance follow-up also. | \$59,555 | |
| 2 | Dual Immersion Professional Development to include curriculum PD, program goalsetting, and collaboration (collective teacher efficacy). DI teacherse and teams be will participate in various PD including collectice teacher efficacy. This could also be a sub. day to attend a conference. | \$11,365 | |
| | Funding to provide guest speakers to engage our African American families at our Sankofa meetings. | \$500 | |
| | Materials and individaul tech licenses to support the use of technology (to include, but not limited to RaZ readers, headphoes, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners. | \$3,000 | Materials |
| | The first 50% of this position, funded by the district, will focus on SEL, family engagement, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps and support for our 4/5 DI combo class. We will especially focus on our two student groups needing the most support, African Americans and ELs. | \$90,298 | |
| 3 | Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall take place in our garden space on campus. The expense we are paying is for instruction/education. The company has a grant for their non-educational expenses. | \$9,750 | |
| | Materials to support with parent communication regarding school events. This can include, but is not limited to copy paper, colored paper, ink, posters, markers, etc. | \$500 | |
| | New leveled reader text sets to support small group instruction and intervention in reading | \$3,000 | Materials |
| | Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/ grade levels will receive PD that may include LACOE PBIS, Harmony, ASPIRE, Restoratie Justice, and NCI with the expectation that they will implement their new learning in their classrooms. | \$24,895 | |
| 4 | Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement. | \$5,916 | |
| | Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/wildcat den setting to be used as an oportuntiy for student to learn and practice positive interactions with peers through structured and supervised games and activites. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self manamgent, and friendship building. Also, SEL supplies for calmdown/sensory corners for our classrooms. | \$2,000 | |
| 5 | Purchase additional diverse literature for reading supplemental materials. | \$1,400 | |
| | Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. | \$60,102 | |
| Total | | \$292,759 | |

School Plan for Student Achievement Addendum 2025-2026

Additional Targeted Support and Improvement (ATSI) ▾

Webster Elementary School ▾

If TSI/ATSI, identify subgroups:

- | | | |
|--|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the above identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

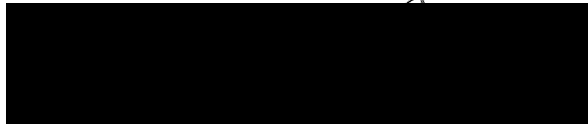
In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI/TSI school. Resource Inequities and LBUUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI/TSI responsibilities.

Date Approved by SSC

November 19, 2025

Signature of Principal



Signature of SSC Chair



Resource Inequities

Schools eligible for CSI, TSI, or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI/TSI targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI/TSI student groups:

- There are no resource inequalities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI/TSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school’s CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site’s continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2025-2026

Apoyo y Mejora Específica Adicional (ATSI) ▾

Webster Elementary School ▾

Si es TSI o ATSI, identifique los subgrupos::

- | | | |
|---|--|---|
| <input type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispánicos | <input type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input checked="" type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI)* / Apoyo y Mejora Específica Adicional (ATSI)* / Apoyo y Mejora Específica (TSI)*.

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI/TSI. Las inequidades de recursos y la sección CSI del LBUUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI/TSI.

**por sus siglas en inglés*

Fecha de aprobación por el SSC

November 19, 2025

Firma del director

Firma del presidente del SSC

Inequidad de recursos

Las escuelas elegibles para CSI, TSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI/TSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI/TSI está dirigido:

No hay inequidades de recursos presentes en nuestro SPSA. Nuestros estudiantes a los que CSI/ATSI/TSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

Había evidencia de inequidad de recursos antes de que se aprobara el SPSA. Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Hay alguna evidencia de desigualdad de recursos en el SPSA actual. Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI/ATSI/TSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (*opcional*)

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visititas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



We know that learning can take place only when there is a combination of effort, interest and motivation. We are committed to _____'s success in school. We are going to do our best to promote his/her achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together, we can improve teaching and learning.

Student's Signature _____ As a student, I pledge to:

- ◇ Work as hard as I can on my school assignments.
- ◇ Take responsibility for my behavior in school.
- ◇ Respect everyone, including self, other students, staff, parents, and community members by treating them how you would like to be treated.
- ◇ Have conversations with my parents about what I am learning in school.
- ◇ Ask my teacher questions when I don't understand something.
- ◇ Read daily.
- ◇ Come to school everyday, on time and in uniform.

Parent's Signature _____ As a parent I pledge to:

- ◇ Provide a quiet study area at home and encourage good study habits.
- ◇ Engage in conversations with my child about his/her school activities daily.
- ◇ Support my child in ways to respect the rights of others and accept responsibility for his/her behavior.
- ◇ Participate in school activities and parent education workshops.
- ◇ Encourage literacy in my home by reading with my child and on my own.
- ◇ Limit my child's screen time and help select worthwhile programs.
- ◇ Limit my child's use of technology i.e. smartphones, tablets, and game stations.
- ◇ Support my child's teacher with their classroom expectations.
- ◇ Ensure that my child attends school regularly and is on time everyday in uniform.
- ◇ Practice reading fluently with my child each night.
- ◇ Attend all scheduled parent/teacher conferences.
- ◇ Monitor parent information emailed and/or sent home with my child.
- ◇ Help my child be school ready by being up to date with immunizations and health screenings.
- ◇ Support my child's learning by bringing him/her to school every day on time, for the full day.

Teacher's Signature _____ As a teacher I pledge to:

- ◇ Provide motivating, interesting and challenging learning experiences in my classroom.
- ◇ Explain my expectations, instructional goals and grading system to children and parents.
- ◇ Communicate and cooperate with each parent to ensure the best education possible.
- ◇ Find out what techniques work best for the child.
- ◇ Integrate technology into the curriculum.
- ◇ Promote the Webster Guidelines for Success.
- ◇ Incorporate SEL into our classroom curriculum.
- ◇ Encourage parent participation on campus.
- ◇ Meet with parents by appointment.

Principal Signature _____ Principal and support staff pledge to:

- ◇ Create a welcoming environment for children and parents.
- ◇ Monitor and support the goals of students reading at grade level.
- ◇ Ensure a safe and orderly learning environment.
- ◇ Reinforce the partnership between child, parent, and staff.
- ◇ Act as the instructional leader by supporting teachers in their classroom.
- ◇ Provide appropriate in-services and training for teachers and parents.

Compromiso entre el Hogar-Escuela: Compañeros en el Aprendizaje Escuela Primaria de Webster 2025-2026



Sabemos que el aprendizaje solamente puede tomar lugar cuando hay una combinación de esfuerzo, interés y motivación. Nos comprometemos al éxito de _____ en la escuela. Trataremos de promover el logro de el/ella. Este compromiso es para trabajar juntos. Creemos que este compromiso se logrará con el esfuerzo de todos nosotros. Juntos, podemos mejorar la enseñanza y el aprendizaje.

Firma del Estudiante _____ Como niño/niña prometo:

- ◇ En la escuela trabajar muy duro en mis trabajos.
- ◇ Tomar responsabilidad de mi conducta y respetar los derechos de los demás en la escuela.
- ◇ Respete a todos, incluido tú mismo, los demás estudiantes, los maestros, los padres y los miembros de la comunidad, tratándolos como le gustaría que lo trataran a usted.
- ◇ Tener conversaciones con mis padres lo que aprendí en la escuela.
- ◇ Hacerle preguntas a mi maestro/a cuando no entiendo algo.
- ◇ Leer diariamente.
- ◇ Venir diariamente a la escuela y llegar a tiempo y en uniforme.

Firma del Padres _____ Como padre yo prometo:

- ◇ Proveer un lugar callado en casa para estudiar y animar buenos hábitos de estudio.
- ◇ Interactuar con mi hijo/a en conversaciones diariamente sobre las actividades en la escuela.
- ◇ Apoyar a mi hijo en formas de respetar los derechos de los demás y aceptar la responsabilidad de su comportamiento.
- ◇ Participar en actividades escolares y talleres educativos de padres.
- ◇ Animar la alfabetización en mi casa al leer con mi hijo/a y yo leer a solas.
- ◇ Limitar a mi hijo/a ver la televisión y ayudarle a elegir programas que valen la pena.
- ◇ Limitar a mi hijo/a el uso de tecnología de smart phones, tabletas y videojuegos.
- ◇ Apoyar al maestro/a de mi hijo/a con las expectativas del salón.
- ◇ Asegurar que mi hijo/a asista regularmente a la escuela y que llegue a tiempo todos los días y en uniforme.
- ◇ Practicar con mi hijo/a a leer con fluidez cada noche.
- ◇ Asistir a las conferencias de padres/maestros.
- ◇ Revisaré la información de padres que se manda a casa con mi hijo/a.
- ◇ Ayude a mi hijo a estar preparado para la escuela manteniéndolo al día con las vacunas y los exámenes de salud.
- ◇ Apoyar el aprendizaje de mi hijo/a mandándolo a la escuela todos los días a tiempo y por el día entero.

Firma del Maestro _____ Como maestro yo prometo:

- ◇ Proveer experiencias de aprendizaje motivadoras, interesantes, y con retos en mi salón.
- ◇ Explicar mis expectativas, metas de instrucción y el sistema de calificaciones a los estudiantes y los padres.
- ◇ Comunicar y cooperar con los padres para asegurar la mejor educación posible.
- ◇ Encontrar la mejor técnica que trabaje para cada estudiante.
- ◇ Integrar la tecnología en el plan de estudios.
- ◇ Promover las Reglas para el Éxito de Webster.
- ◇ Incorporar SEL en nuestro plan de estudios en el salón.
- ◇ Animar la participación de padres en la escuela.
- ◇ Reunirme con los padres por cita.

Firma del Director _____ el director y el personal de apoyo prometen:

- ◇ Crear un ambiente placentero para los estudiantes y padres.
- ◇ Monitorear y apoyar las metas para que los estudiantes lean a su nivel de grado.
- ◇ Asegurar un ambiente de aprendizaje seguro y en orden.
- ◇ Reforzar la asociación entre el estudiante, padres y el personal.
- ◇ Actuar como líder de instrucción al apoyar a los maestros en el salón.
- ◇ Proveer entrenamientos apropiados para los maestros y los padres.



Daniel Webster Elementary

Family Involvement Guidelines 2025-2026

As a school that receives Title I, Part A (Title I) funds, Daniel Webster Elementary has developed jointly with the members of School Site Council and distributed to families of participating children, a School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establishes Webster's expectations for familial involvement and describes how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Webster agrees to implement the following requirements:

- jointly develop with families, distribute to families of participating children, a School Family Involvement Guidelines that the school and families of participating children agree on.
- notify parents about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the parents can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Webster will take the following actions to involve parents in the joint development and joint agreement of its Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other parents and stakeholders to attend the meeting
 - ii. Advertise at Back-to-School night, through School Messenger, etc.
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary

- ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish speaking parents to allow for discussions
2. Webster will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Main Office Hallway
 3. Webster will update periodically its school's Family Involvement Guidelines to meet the changing needs of parents and the school:
 - At SSC and ELAC meetings
 - Parent information meetings
 - School Site Council must vote to approve the guidelines
 4. Webster will convene an Annual Title 1 Public Meeting to inform parents of the following:
 - The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
 - Meetings offered hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language parents understand
 - Announcement made on school marquee, through Schoolloop and School Messenger
 - Incentives, refreshments, and child care provided
 5. Webster will provide updated information to parents about Title I programs throughout the school year:
 - Section of parent Newsletter
 - At SSC, ELAC meetings and other parent meetings (PTO/Sankofa/ELL/parent meetings)
 - PTO
 6. Webster will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Parent workshops
 - Parent-Teacher Conferences
 - School newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
 7. Webster will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals

8. Webster will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:

- At School Site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Webster will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- District trainings offered for parents and staff
- Parent education workshops on site presented by Webster Teachers and Principal
- Parent-Teacher Conferences
- Monthly calendars of Parent workshops sent home with students and posted on Parent Bulletin Board by school secretary
- Monthly calendars of Parent Workshops posted on district website
- DCAC, DELAC and other district parent forums/meetings
- District website resources: click "P" for Parent Involvement

2. Webster will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:

- Outline shared responsibility of home, school and student in academic achievement
- Developed, discussed and reviewed at first SSC and ELAC meetings
- School Site Council must vote to approve compact
- Home-School Compact will be shared with and distributed to parents at Parent-Teacher conferences

3. Webster will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following:

- the state's academic content standards
- the state and local academic assessments including alternate assessments

4. Webster will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Parent Workshops: Math Facts, Parent/ Student Vue , Sight Words, Grammar, Writing Strategies, Comprehension Skills and Strategies, Hands on Science, Effective Parent/Teacher Conferences, and Study Skills

5. Webster will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Teacher/Staff In-services

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Office Staff will be doing the translations of written materials/notifications that are sent to parents

PART IV.

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

NOTE: The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting phone or zoom conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

PART V. ADOPTION

This Webster Family Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on October 6, 2025 and will be in effect for the period of 1 year. The school will have the Guidelines available to all parents on or before October 24, 2025. Webster, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Matthew Monaghan
Signature of Principal

October 6, 2025
Date



Pautas de Participación Familiar 2025-2026

Como una escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria Daniel Webster ha desarrollado junto con los miembros del Consejo del Plantel Escolar y distribuido a las familias de los niños participantes, unas Pautas para la Participación de la Familia Escolar, que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA, *por sus siglas en inglés*). Las Pautas establecen las expectativas de Webster para la participación familiar y describen cómo la escuela implementará una serie de actividades específicas de participación familiar. El Pacto entre el Hogar y la Escuela está incorporado en las Pautas de participación de la familia en la escuela.

PARTE I

Webster se compromete a implementar los siguientes requisitos:

- desarrollar conjuntamente con las familias, distribuir a las familias de los niños participantes, unas Pautas para la participación de la familia en la escuela que la escuela y las familias de los niños participantes acuerden.
- notificará a los padres sobre las Pautas para la Participación de la Familia en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que los padres puedan entender.
- hacer disponible a la comunidad local las Pautas para la Participación de la Familia en la escuela.
- actualizar periódicamente las Pautas de participación de la familia en la escuela para satisfacer las necesidades cambiantes de las familias y la escuela.
- adoptar el pacto entre el hogar y la escuela de la escuela como un componente de sus Pautas para la participación de la familia en la escuela.
- acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II

DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN DE LA FAMILIA EN LA ESCUELA

1. Webster tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de Participación Familiar y su plan escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de ESEA:
 - Asistencia a una de las capacitaciones del distrito o capacitación en la escuela. Los temas incluyen:
 - i. Responsabilidades y funciones del SSC y sus miembros
 - ii. Composición de los SSC
 - iii. Consideraciones presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel del ELAC y otros comités asesores
 - Planificar una reunión con los padres de SSC y ELAC para revisar las pautas del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Estudiantil
 - i. Invitar a otros padres y partes interesadas a asistir a la reunión
 - ii. Anunciar en la Noche de Regreso a la Escuela, a través de School Messenger, etc.

- En la reunión
 - i. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer los ajustes (eliminaciones o adiciones) según sea necesario.
 - ii. Escriba o actualice las Pautas de Participación Familiar y los Pactos entre el Hogar y la Escuela
 - iii. Las traducciones orales y escritas estarán disponibles para los padres de habla hispana para permitir las discusiones.
2. Webster tomará las siguientes medidas para distribuir a los padres y la comunidad local las Pautas de Participación de los Padres de la escuela:
 - En una reunión de SSC y ELAC
 - Sección de un Boletín
 - Pasillo de la Oficina Principal
 3. Webster actualizará periódicamente las Pautas de Participación Familiar de su escuela para satisfacer las necesidades cambiantes de los padres y la escuela:
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para padres
 - El Consejo del Sitio Escolar debe votar para aprobar las pautas
 4. Webster convocará una reunión pública Anual del Título 1 para informar a los padres sobre lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela, y el derecho de los padres a participar
 - Las reuniones ofrecidas tienen un número flexible de reuniones en diferentes horarios
 - Notificaciones/avisos enviados a casa en un idioma que los padres entiendan
 - Anuncio realizado en la marquesina de la escuela, a través de Schoolloop y School Messenger
 - Se proporcionan incentivos, refrigerios y cuidado de niños
 5. Webster proporcionará información actualizada a los padres sobre los programas de Título I durante todo el año escolar:
 - Sección de un Boletín
 - En SSC, reuniones de ELAC y otras reuniones de padres (PTA/PTO/CAAP, Reuniones de Directores)
 - Tablero de Anuncios del PTO
 6. Webster proporcionará a los padres una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. La escuela también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:
 - Talleres de Padres
 - Conferencias de Padres y Maestros
 - Pláticas con el Director
 - Boletines Escolares
 - Noche de Regreso a la Escuela

- En las reuniones de SSC y ELAC

7. Webster coordinará e integrará programas y actividades de participación de los padres con Head Start, Early Reading First, escuelas preescolares públicas y otros programas que animen y apoyen a los padres a participar más plenamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten Transicional en sitios seleccionados
- Promoción/publicidad de los festivales de Kindergarten del Distrito

8. Webster enviará al distrito cualquier comentario de los padres si el plan de toda la escuela bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes:

- En las reuniones del Consejo del Sitio Escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Webster desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres, a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades específicamente descritas abajo:

- Capacitaciones del distrito ofrecidas para padres y personal
- Talleres de educación para padres en el sitio presentados por los Maestros y el Director de Webster
- Conferencias de Padres y Maestros
- Calendarios mensuales de talleres para padres enviados a casa con los estudiantes y publicados en el tablero de anuncios para padres por la secretaria de la escuela
- Calendarios mensuales de talleres para padres publicados en el sitio web del distrito
- DCAC, DELAC y otros foros/reuniones de padres del distrito
- Recursos del sitio web del distrito: haga clic en "P" para Participación de los Padres

2. Webster incorporará el Pacto entre el Hogar y la Escuela como un componente de sus Pautas para la Participación de la Familia en la escuela:

- Descripción de la responsabilidad compartida del hogar, la escuela y el estudiante en el logro académico
- Desarrollado, repasado, y revisado en las primeras reuniones de SSC y ELAC
- El Consejo del Sitio Escolar debe votar para aprobar el pacto
- El Pacto entre el Hogar y la Escuela se compartirá y distribuirá a los padres en las Conferencias de Padres y Maestros.

3. Webster, con la asistencia de su distrito, brindará asistencia a los padres de niños atendidos por la escuela para comprender temas como los siguientes:

- los estándares de contenido académico del estado
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas

4. Webster, con la asistencia de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres, al:

- Talleres de Padres: Matemáticas, ParentVue y StudentVue, Palabras de Uso Frecuente, Gramática, Estrategias de Escritura, Habilidades y Estrategias de Comprensión, Ciencias Prácticas, Conferencias Efectivas de Padres/Maestros y Habilidades de Estudio.

5. Webster, con la ayuda de su distrito y los padres, educará a sus maestros y demás personal sobre cómo comunicarse y trabajar con los padres como socios iguales, sobre el valor y la utilidad de las contribuciones de los padres y sobre cómo para implementar y coordinar programas para padres y crear vínculos entre los padres y las escuelas, mediante:

- Capacitación para Maestros/Personal

6. La escuela, en la medida que sea posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, que incluya información en formatos alternativos si es solicitado, y en la medida que sea posible, en un idioma que los padres puedan entender:

- El personal de la oficina hará las traducciones de los materiales escritos/notificaciones que se envían a los padres.

PARTE IV.

COMPONENTES DISCRECIONALES DE LAS PAUTAS PARA LA PARTICIPACIÓN DE LA FAMILIA EN LA ESCUELA

NOTA: Las Pautas para la Participación de la Familia en la escuela pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con sus padres, elige emprender para desarrollar la capacidad de participación de los padres en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales enumeradas en la sección 1118(e) del ESEA:

- involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- proporcionar la capacitación de alfabetización necesaria para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiación razonablemente disponibles para esa capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- capacitar a los padres para mejorar la participación de otros padres;
- con el fin de maximizar la participación parental y la participación de los padres en la educación de sus hijos, organizando reuniones escolares en una variedad de horarios o participando en conferencias por teléfono o zoom, entre maestros u otros educadores, que trabajan directamente con los niños participantes, con padres que no pueden asistir a esas conferencias en la escuela;
- adoptar e implementar enfoques modelo para mejorar la participación de los padres;
- establecer un consejo asesor de padres de todo el distrito (DCAC, *por sus siglas en inglés*) para brindar consejos sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A;

- desarrollar funciones apropiados para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y
- proporcionando otro apoyo razonable para las actividades de participación de los padres bajo la sección 1118 según lo soliciten los padres.

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PARTE V. ADOPCIÓN

Estas Pautas de Participación Familiar de Webster se desarrollaron en conjunto con los padres de los niños que participan en los programas del Título I, Parte A, y fueron acordadas por ellos. Las Pautas fueron adoptadas por los miembros del Consejo Escolar del Sitio el 6 de octubre de 2025 y estarán vigentes por un período de 1 año. La escuela tendrá las Pautas disponibles para todos los padres el 22 de octubre de 2025 o antes. Webster, cuando sea posible, proporcionará una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

Matthew Monaghan

Firma del Director

6 de octubre del 2025

Fecha